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ABSTRACT

This program manual provides a series of eight two-hour sessions designed to further parents' abilities to teach and communicate with their young children and to build supportive family school relationships. Session I introduces the series and emphasizes the important role parents have as teachers of their children. In Session II an overview of child growth and development is provided which stresses the importance of the quality of time parents spend with children. Session III indicates how children learn and includes an exercise in task analysis. Session IV introduces a typical kindergarten curriculum through "hands-on" activities and discussion. The last four sessions focus on the importance of effective communication, children's behavior and techniques for coping with unacceptable behavior. Session V stresses the importance of communication in understanding children. Session VI emphasizes the importance of the child's self-concept and provides guidelines for disciplining children. In Session VII the basic principles of behavior are reviewed. Parents learn how to define behavior specifically and also learn three techniques for solving behavior problems. In Session VIII parents discuss their implementation of a technique for changing their child's behavior. Transparency originals, a booklet of multi-skill activities for young children titled "Parents: You Are Teachers" and leader guides for the program sessions are appended. Some sessions include slide and film presentations as well as homework activities for parents. (Author/RH)

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IMPACT PARENT PROGRAM
WORKSHOP LEADER'S MANUAL

BEST COPY AVAILABLE

compiled by:

John D. Marvelle
Patricia Caffery
Carol J. Rovner

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Project IMPACT
37 West Main Street
Norton, Massachusetts 02766

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37 West Main Street
Norton, MA 02766

PREFACE

Welcome to the IMPACT Parent Program (IPP). The IPP is a series of eight two-hour sessions specifically designed for parents to further their role as teachers and communicators with their young children. As the Workshop Leader, you are providing an important opportunity for developing a closer union and better understanding between the home and the school.

To conduct the IPP you will need this Workshop Leader's Manual and the Workshop Leader's Parent Notebook. Although the IPP has been developed for parents of kindergarten-aged children, it has been successfully used with parents of children in nursery school. Please refer to the Workshop Leader's Parent Notebook for suggestions and the necessary materials for this age group.

This manual includes directions and recommendations for each session. Basic guidelines with equipment and materials checklists begin each session. Be sure to read these to be fully prepared! The design of the manual includes italicized directions to the Workshop Leader with the dialogue and transitional phrases in boldface. Writing space has been provided for the additional information you may add to enhance and personalize the program. Originals for making transparencies and optional materials are included in the Appendix. Supplementary materials for each session may be found in the Workshop Leader's Parent Notebook.

We hope that you will find this program a valuable asset in your work with parents and young children.

John D. Marvelle
Patricia J. Caffery
Carol J. Rovner

GENERAL GUIDELINES FOR PRESENTATION
OF THE IMPACT PARENT PROGRAM

Getting to know people in a personal and informal way will greatly assist in your efforts to engage their interest and personalize the material. To do this, we have found that the more prepared you are, the better. In other words, know the material cold and use your own words in the presentation. By doing so you will be able to relate to each parent individually. The following suggestions are made to assist in your preparation. Specific notes regarding each session are included in the "Workshop Leader's Preparation" at the beginning of each session.

PREPARATION

- Review the session, learn the material and anticipate questions which parents may ask.

- Review forms, handouts, test booklets and homework assignments, noting directions and potential questions.

- Plan a brief review of the previous session, an introduction to the current session and a brief summation.

- Make a note of your own stories and examples to illustrate and extend the information where appropriate.

- If you are co-leading, determine who will be responsible for which section and how transitions will be made.

- Consider the timing and transitions. The sessions have been designed for two hours: one and one-half hours of materials and activities and a half hour for discussion as needed. Plan the amount of time you want to spend on each section and note it on the outline. Generally speaking, parents appreciate the opportunity to share information and ask questions. As this need varies from group to group, and session to session, it is up to you to determine the best use of this time.

- Prepare handouts, materials and audiovisual equipment as indicated (see Preparation Checklist). Have extra copies of the following forms: "Improving My Relationships", "How I Spent Time With My Child" and "Evaluation Form", for families where both parents are attending. If necessary, arrange the room for the session. A semi-circle with adult-size tables and chairs is recommended. This arrangement allows for maintaining good eye contact.

- Provide a name card for yourself and each participant with first and last names printed clearly. We recommend working with parents on a first-name basis. To make a stand-up name card, fold an 8" X 11" piece of construction paper in half and in quarters. In addition, adhesive name tags are recommended for the first session.

PRESENTATION

- At the beginning of each session, parents will fill out a form entitled "Improving My Relationships" which they will keep in their notebooks as a way of recording their growth as a parent-teacher. In the eighth session, parents will be able to compare the ones they completed in the first and last sessions and discuss the changes they have made while in the program.

- Be sure to collect forms, etc. as indicated.

- Create a relaxed and friendly atmosphere. One of your most important tasks, as the workshop leader, is to create an atmosphere in which parents will feel comfortable sharing their ideas and feelings. The following suggestions may be helpful in this regard:

  a. Parents will appreciate the opportunity to get to know you. By sharing your own experiences and sense of humor you will be setting a friendly tone as you lead the workshop series.

  b. Give everyone an opportunity to get to know one another. For Sessions I and II a "Getting Acquainted" exercise should be selected (see Appendix A). As parents may require several sessions to feel comfortable with each other, different exercises may be selected for subsequent sessions. It is very important to present the directions clearly and to show your enthusiasm by actively participating.

  c. You may want to offer coffee and/or organize a committee to provide something for each session. If so, you'll need to decide when to offer the coffee, that is, before, during or after the session.

FOLLOW-UP

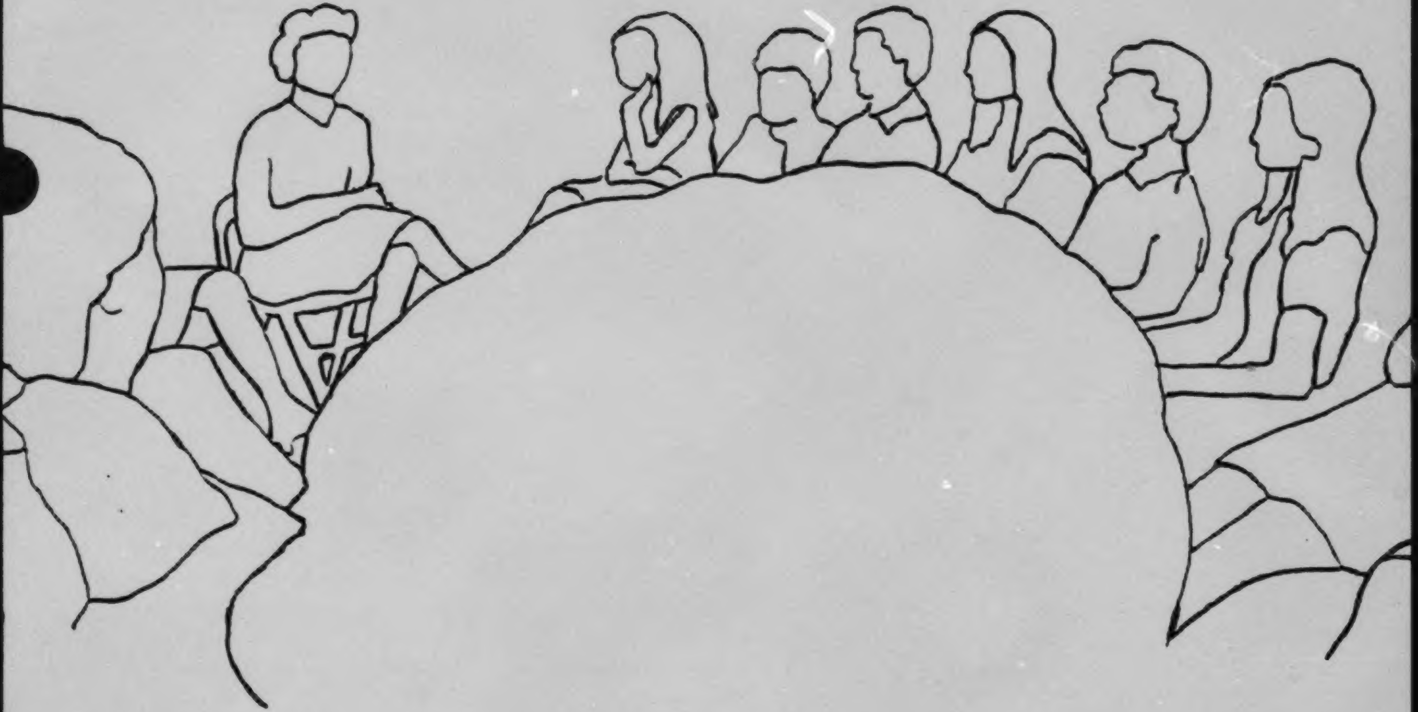
- The workshop leader should record the attendance. This is important because in the eighth session you will be giving a certificate to the parents who have attended six of the eight sessions (see workshop leader's Parent Notebook). Also you may want to package materials for those who missed a session so that they are ready to be given out in the next session. Plan an appropriate time to meet with the parent to review these materials.

- Clean up. Return audiovisual equipment and rearrange the room if necessary. Collect all materials.

- Review the homework assignments including forms, tests and checklists. Make appropriate comments and check (✓) each one to indicate to the parent that you have had an opportunity to see their work.

- Read the evaluations and note any areas for further discussion or changes you may want to consider in your presentation.

PARENTS MAKE AN



IMPACT

SESSION I: PARENTS MAKE AN IMPACT

WORKSHOP LEADER'S PREPARATION

Description

As this is the first session of the workshop series, it is extremely important to be organized and well-prepared. Plan to spend some time before this session to learn the material, organize equipment and handouts, and to arrange the room so that you are free to greet parents as they arrive. Keep in mind that parents may be somewhat nervous, anxious or concerned about participating in the program. They may not want to discuss the information or ask questions in this session. Your major goal is to create a relaxed and friendly atmosphere so that eventually everyone will feel free to share their ideas and experiences.

This session provides an introduction to the IMPACT Parent Program "Parents Make An IMPACT" series, including an overview of the program and its goals. Emphasis is placed on the important role that parents have as teachers of their children. Parents are introduced to the kindergarten program. A discussion on how to build an effective home-school partnership follows.

Objectives

1. To create a friendly and relaxed atmosphere for presenting the workshop series.
2. To become acquainted with the workshop leader(s) and participants.
3. To familiarize participants with the workshop series, its goals and expectations.
4. To create an understanding of the kindergarten program.
5. To consider ways of building an effective home-school partnership.

Notes Regarding This Session

1. Have extra copies of "Improving My Relationships", "Evaluation Form", and "How I Spent Time With My Child" for families with both parents attending. See appendix for copies of these forms that can be duplicated.
2. Choose a "Getting Acquainted" activity (see Appendix B). Starting with this kind of activity will be important in creating a relaxed and friendly atmosphere.

3. This session includes the IMPACT slide presentation "A Typical Day in Kindergarten", as a way of presenting the kindergarten philosophy, curriculum and program.*

4. Prepare name cards and adhesive name tags with each person's first and last name printed clearly. Construction paper (8" X 11") can be used, by folding in half and in quarters to make a standup name tag. Adhesive name tags are also recommended as parents may be moving about during the get-acquainted exercise.

5. If possible, arrange seating in a semi-circle or U-shape with adult-size tables and chairs.

6. Plan to distribute notebooks, pencils and family information forms before participants arrive.

7. As parents arrive, greet and distribute name cards. If coffee is to be available, suggest people help themselves while waiting for others to arrive. In addition, family information forms can be filled out at this time.

8. Begin the session as soon as all have arrived with a welcome and introduction of yourself.

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*If you are not planning to use this slide presentation, plan to meet in your kindergarten classroom to offer parents an opportunity to experience your kindergarten program. Specific activities are recommended in Appendix B. These activities are designed to involve parents in the learning process on an adult level.

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.

☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.

☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.

☐ Plan the introduction, summation and transitions as needed.

☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.

Prepare the following handouts and materials:

☐ Notebooks

☐ Name Cards

☐ Name Tags (Adhesive)

☐ "Telephone Chain"

☐ "Getting to Know My Child"

Extra copies of the following:

☐ Improving My Relationships

☐ Pencils

☐ Transparencies #1-3

☐ Overhead Projector/Screen/Extension Cord/Adapter

☐ Slide presentation "A Day in Kindergarten"*

☐ Carousel Slide Projector

*NOTE: If the slide presentation is unavailable, see workshop leader's preparation and appendix for optional materials you will need to prepare before this session.

SESSION I - PARENTS MAKE AN IMPACT

WORKSHOP LEADER'S OUTLINE

I. WELCOME AND INTRODUCTION

II. FORMS TO BE COMPLETED
  A. Family Information
  B. Attendance/Telephone Chain
  C. Improving My Relationships

III. GETTING ACQUAINTED EXERCISE

IV. THE IMPACT PARENT PROGRAM
  A. Goals
  B. Expectations
  C. Parent Notebooks

V. PARENTS MAKE AN IMPACT

VI. "A TYPICAL DAY IN KINDERGARTEN"

VII. THE IMPORTANCE OF BUILDING AN EFFECTIVE HOME-SCHOOL PARTNERSHIP

VIII. "GETTING TO KNOW YOUR CHILD"

IX. SUMMATION

I. WELCOME AND INTRODUCTION

Begin the session when all or most of the participants have arrived with a warm welcome and introduction of yourself. Make sure each parent has a name tag and pencil which should be collected after the session to be used each time.

In this session, we will discuss the goals of the IMPACT Parent Program, take a look at a typical day in kindergarten and consider some ways of building an effective home-school partnership.

II. FORMS TO BE COMPLETED

A. FAMILY INFORMATION FORM (p. 3)

Have each parent complete this form and collect it.

FAMILY INFORMATION

Mother's Name ____________________

Father's Name ____________________

Child's Name ____________________ Date of Birth ________

Street ____________ Town ________ Telephone ________

Teacher's Name ____________________

School ____________________

Siblings:

Names	Age	Grade	Comments

List others living in your home (grandparents, aunts, etc.)

Comments or information helpful in understanding your family.

TRANSITION: "Let's take a few moments to get to know one another."

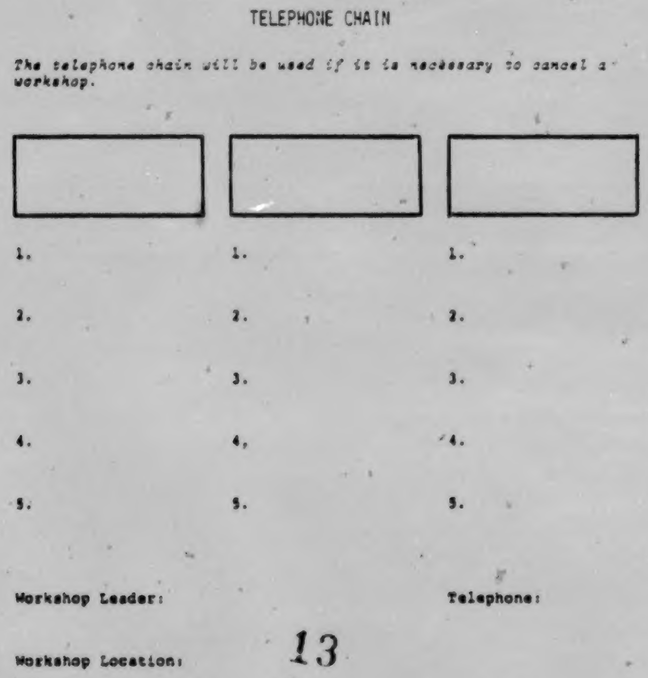
III. GETTING ACQUAINTED EXERCISES

Choose one from Appendix A. Space is left for your notes. Your enthusiasm is most important in presenting this activity.

B. ATTENDANCE/TELEPHONE CHAIN

Pass out the attendance form and ask parents to sign their name.

In the event that a session needs to be cancelled, a telephone chain will be used. Pass around the telephone chain form. Explain that the person who enters his/her name in the box will contact all the people under his/her name. That person should be someone who is generally at home and easily reached by phone.



TELEPHONE CHAIN

The telephone chain will be used if it is necessary to cancel a workshop.

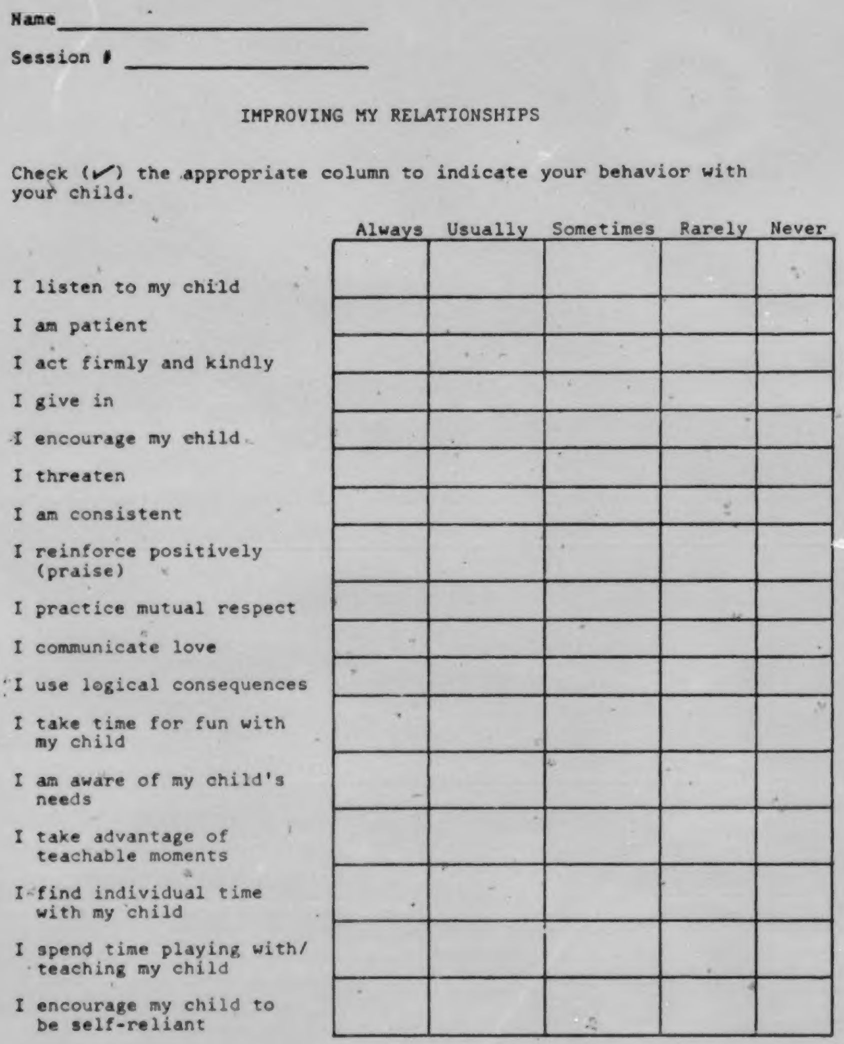
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

Workshop Leader: **Telephone:**

Workshop Location:

C. IMPROVING MY RELATIONSHIPS *(p.4)*

Explain that this form will be used as a way for parents to record their growth as a parent-teacher. A similar form will be filled out at the beginning of each session. Discuss the directions, answer questions and give parents a few minutes to complete this form.



Name____________________________

Session # ______________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	Always	Usually	Sometimes	Rarely	Never
I listen to my child					
I am patient					
I act firmly and kindly					
I give in					
I encourage my child					
I threaten					
I am consistent					
I reinforce positively (praise)					
I practice mutual respect					
I communicate love					
I use logical consequences					
I take time for fun with my child					
I am aware of my child's needs					
I take advantage of teachable moments					
I find individual time with my child					
I spend time playing with/ teaching my child					
I encourage my child to be self-reliant					

TRANSITION: "To begin the workshop series, let's consider the goals of the program."

IV. THE IMPACT PARENT PROGRAM

Use the overhead projector and see below for suggested explanations. Use your own ideas to expand where appropriate.

TRANSPARENCY #1

GOALS OF IMPACT

1. To realize your potential as a parent-teacher.
2. To increase your understanding of your child's growth and development.
3. To provide you with methods and materials to foster this development in your home.
4. To increase your child's growth in the intellectual, social, emotional and physical areas.
5. To create and develop more effective communication between you and the school.

A. GOALS

1. To Realize Your Potential As A Parent-Teacher

You are and continue to be your child's most continuous teacher. This important role as a parent-teacher is one that started about five years ago--the moment your child was born.

Think about how your child learned to talk. Language development begins with the first sounds the child makes and the response the parents make to those sounds. As the child grows, he/she learns sounds and words from you and begins to make sense of the world in which we live.

Basic values and attitudes, such as responsibility, cooperation and sharing, are formed in the home. The concept of sex role--what it means to be a boy, what it means to be a girl, is pretty well organized by the age of three, if not before! Based on my own experiences as a teacher, I have learned that virtually every parent wants to create a better life for his/her child than he/she had growing up.

I believe that every one of you possesses the skills to teach and it is my goal to assist you in your role as a parent-teacher.

2. To Increase Your Understanding of Your Child's Growth and Development

   The first step in being a parent-teacher is to get to know your child in some very specific ways. We will talk about the whole child, his/her social, emotional, physical and intellectual development.

   And, we will give you some specific ways of looking at your child to find out where he/she is in his/her development.

   Which brings us to the next goal:

3. To Provide You With Methods and Materials to Foster This Development in Your Home

   By using these methods, you will find out specifically where your child is in his/her development. We will talk about what happens next, that is, what he/she is ready for and how to go on to the next step.

   We will talk about how to teach, and we will give you specific games and activities to use in teaching your child.

   Which leads us to the next IMPACT goal:

4. To Increase Your Child's Growth in the Intellectual, Social, Emotional and Physical Areas.

   Through this process of 1) looking at each area of your child's development, 2) finding out what comes next, that is, what he/she is ready for, and 3) teaching your child or taking him/her on to that next step, we believe that you and your child will grow and you will be able to see this growth.

   And finally,

5. To Create and Develop More Effective Communication Between You and The School

   Research has shown that when the home and school are working together, ideal conditions are present for the child's growth and development. Through effective communication, parents and teachers can act as partners in the education of children. (Bloom, A Family Affair, p. 92).

   One of our goals is to create and develop some effective means of communication between you and the school. We will talk about some specific ways for you to become a part of the school process, that is, how to take an active role in your child's education.

B. EXPECTATIONS

In order to meet these goals, I am asking you to:

1. Make a serious commitment to:
   a. come to each session (they will start on time so you might want to be here a bit early)
   b. be an active participant--take the time to try the various activities
   c. please call if you will be unable to attend a workshop--we will be taking attendance at each session
2. No babysitting facilities are available.

TRANSITION: "Now let's look at your notebooks."

C. PARENT NOTEBOOKS *(refer to notebooks)*

These notebooks are for you to keep and bring to each session--let's go through it now so you'll know what it contains.

In your notebook, you will find:

1. A title page for each session.
2. A form entitled "Improving My Relationships" which will be filled out at the beginning of each session.

17

3. A Table of Contents with the session titles and page numbers. *(Refer to page following the title page of the parent notebook.)*

4. Articles

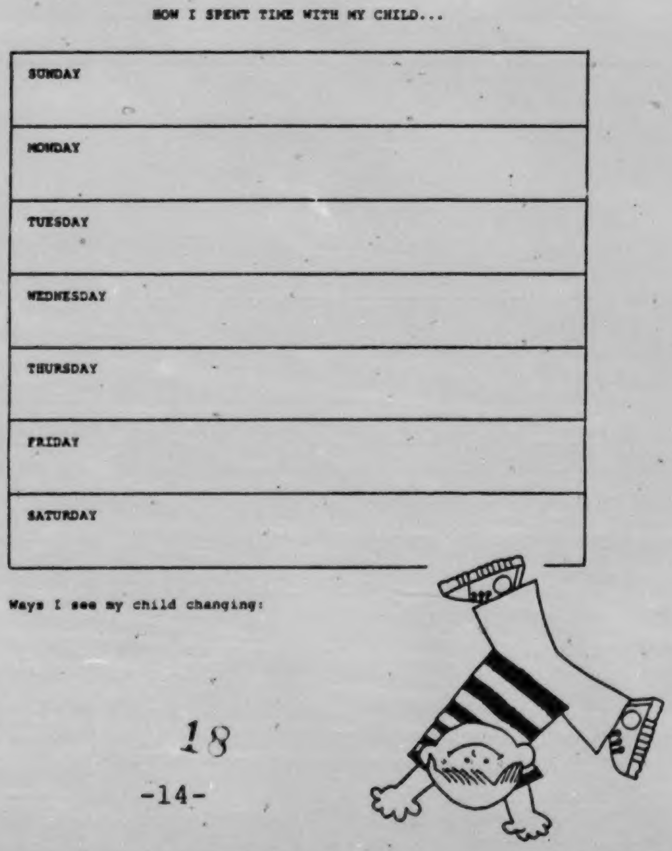
   Indicate that relevant articles have been included in various workshops, such as the following:

   a. "The Most Important Things Parents Can Teach a Little Child" *(Refer to p. 11)*

   b. "Good Toys For Young Children" *(Refer to p. 18)*

5. Bibliographies of books related to each session are located at the end of each session. Many of these can be found in the local public library or purchased through a book store.

6. *Refer to page 5.* In addition, you will find in each session a form entitled, "How I Spent Time With My Child...". This form is for you to use throughout the series to record how you spent time with your child and ways that you see your child changing. We suggest that it be displayed in a visible place in your house (e.g., the refrigerator door) as a reminder to fill it in during each week. This form will be collected at each session and later returned to you.



HOW I SPENT TIME WITH MY CHILD...

SUNDAY
MONDAY
TUESDAY
WEDNESDAY
THURSDAY
FRIDAY
SATURDAY

Ways I see my child changing:

TRANSITION: "Now that we've looked at the notebooks, let's begin with the important role that you play in your child's education, for you are indeed your child's first and foremost teacher."

V. PARENTS MAKE AN IMPACT

You may be interested in some statistics regarding the home.

Research tells us that:

A. 75% of a young child's cognitive skills are learned from the parents (A Family Affair: Education, Rich and Jones).

B. 50% of all (measurable) intellectual growth takes place between birth and age four; 30% between the ages of four and eight; and 20% between the ages of eight and seventeen, the usual school years. (Bloom, Stability and Human Change, 1964)

C. In a recent Gallup Poll, over 80% of the parents interviewed indicated they were willing, indeed eager, to attend a class at schools each month to find out what they could do at home to improve their child's schoolwork.

D. "...we came to believe that the informal education that families provide for their children makes more of an impact on the child's total educational development than the formal educational system." (White, The First Three Years of Life).

A conclusion we might draw from these statistics is that "Parents Make An IMPACT".

The home environment provides many "teachable moments", that is, simple everyday experiences which encourage curiosity and learning in your child such as the daily work routines of cooking, shopping, and cleaning. Learning occurs as you talk, listen, demonstrate and encourage your child. In addition, sharing daily activities helps the child feel important. Throughout this workshop series, we will explore the many "teachable moments" and how to make the most of them in order to foster your child's development.

Refer parents to p. 6 for some specific suggestions on "teachable moments".

TRANSITION: "As you can see, children come to school with a wide variety and range of skills, skills which they have acquired directly and indirectly from you and your home environment. Let's take a look at a typical day in kindergarten."

VI. "A DAY IN KINDERGARTEN"

A. SLIDE PRESENTATION*

This slide presentation will provide parents with an overview of curriculum, schedules and routines of a kindergarten program. Present slides using the script and adding any information that characterizes your kindergarten program.

1. Schools are quiet places without children, but when children are moving, creating and learning, schools become a beehive of activity. Often, this activity, especially in a kindergarten, may appear chaotic and confusing. So, today, I'm going to take you for a visit to a typical day in a typical kindergarten.

2. Many children arrive at school on buses.

3. Some children take their time entering the building.

4. Others just can't wait.

5. Some like to join their friends and chat on their way while others keep to themselves.

6. Once inside, the children hang up their coats in an assigned area. Often children have a "cubby" which is a special place to store their things including work or notices to bring home. Here the "cubbies" are above the space for coats and hats.

7. When all the buses have arrived, the first business of the day is usually a "meeting time" where attendance is recorded, news of the day is shared with the group.

8. Checking the calendar for the day, month and year is noted.

9. And often a teacher-directed activity occurs, such as the one here, work with matching letters. Much of the instruction with young children is in the form of a game. Here the teacher has the children actively involved with the learning process.

**If the slide presentation is unavailable, see Appendix B for the optional activities and materials needed to present this part of the session. These materials must be prepared before this session meets.*

10. Jobs of the day are assigned--cleaning up paints, feeding animals, and watering plants are all routines for which the children are responsible. This encourages responsibility and independence as well as accomplishing necessary housekeeping chores.

    Choices for work time are discussed now. These choices may include Legos, blocks, water play, cooking, a teacher-directed lesson, art, and many more. Keep in mind that young children have short attention spans and need to move. So, the choices must be varied.

11. Some teachers use a charting system, like this one, to organize a work time. The teacher may choose the first activity of the day for the child by writing his/her name in a space, or, as here, the children may sign themselves up for an activity. This kind of organization eliminates too many people being at one area and encourages learning to write your own name and recognizing a friend's name.

12. Once the decisions are made, the children move to the area they've chosen.

13. A teacher's role in a kindergarten is that of questioner, facilitator and friend. He or she may take a group and

14. explain a specific activity

15. which the children can then follow through on by themselves and then

16. teach to others.

17. Or, you may see the teacher on the floor working directly with a small group of children

18. then moving away to another area to allow the children time to work by themselves. Since one of the major goals of kindergarten is to help children become independent, this alone time is most important.

19. Some children often choose to work with friends.

20. Others prefer to be alone. A quiet reading area away from the other activities gives this child the opportunity to quietly explore a book. He is sitting on top of a huge telephone cable reel which has been covered with rug samples.

21. Curriculum in a kindergarten is exciting and varied. Every area has a specific reason for being included--most areas change frequently as the children grow and learn, and the way your child works in each area will also change as he/she grows and learns. Children move in and out of these areas constantly. A typical kindergartener may work in three or four areas in the course of a worktime. Let's take a look at some of them.

22. The art area may include a coloring table,

23. a pasting table,

24. and an easel area. These activities all encourage learning to share, working in a group, and creativity. They help develop fine motor skills, such as eye-hand coordination, and increase attention spans by following through to complete the task.

25. Another area is the listening station--this is a way to enjoy music, a story or a game without disturbing others around you. It may also be used to reinforce auditory or listening skills either in small groups or alone.

26. Blocks, large and small, are an integral and vital part of any kindergarten program. Potentially the most noisy area of the room, blocks play an important part in the total curriculum for they encourage planning, cooperation, and follow through and develop large muscle control through balancing, climbing, stretching, bending and stacking.

27. Sometimes a helpful hint, a word of encouragement or an interested question from a teacher can extend an idea.

28. Role playing and exploring fantasy worlds are natural outcomes of building, for, what better way to learn than by using the building you've designed! Many an architect, engineer or city planner start here.

29. Smaller muscles are developed by using Legos by yourself.

30. Or, with a friend. Language develops naturally through all this interaction--the need to clearly express an idea or to ask for help encourages verbal skills.

31. Tinker Toys,

32. puzzles,

33. beads and string,

34. and making games all encourage children to use and coordinate the smaller muscles of their bodies while providing practice in problem solving, logical thinking and long and short term memory. All of these are necessary pre-reading and pre-math skills which may be lumped together and called readiness skills.

35. For part of the day, the teacher may bring together a small group of children who are ready for more formalized learning. Since a kindergarten program is highly individualized, not all children will be invited to join this particular group. Another group may be more appropriate.

36. After the teacher works with the group, the children leave and follow through on the lesson with friends.

37. Or alone.

38. Keeping in mind that young children learn best by doing, water play provides the concrete, hands-on experiences which begin the process of understanding basic science and math concepts--volume, size, area, equivalency, measure.

39. Another way of providing hands-on math and science activities is by cooking in the classroom. Many kindergartens have parent volunteers working in the classroom to assist with cooking activities. Often the product of a simple recipe provides snack for the entire class. Snack is an important part of the day--it is a sharing time, a quiet time and an excellent way to introduce children to good nutrition and to encourage good "snacking" habits.

40. Parents also help the teacher by working individually with a child.

41. Or, with a small group.

42. Sometimes, the children prefer to help "teach" each other.

43. In the midst of a busy day, some children may need a quiet time--reading together,

44. to a friend,

45. or alone often provides the time necessary to relax and unwind. Children need to balance quiet activities with active ones--that's one reason why there are so many choices in a kindergarten.

46. And soon it's time to clean up.

47. Everyone pitches in to help.

48. When all is done, the meeting area is

49. used to evaluate the day's activities and

50. to proudly share a completed project.

51. Music or an active game

52. may follow.

53. Weather permitting, the children will go

54. outside before going home. Most kindergarteners go outside every day except rainy,

55. wet, snowy or super cold ones! You

56. may want to keep this in mind when you help dress your child for school.

57. In bad weather, the activities stay inside--balls, balance beams, hula hoops, and mats all help develop and coordinate the large body muscles.

58. And, before you know it, it's time to go home.

59. On occasion, a parent may pick up their child and take a minute to chat with the teacher.

60. But most children will go home on the bus.

61. And once again, school is left a quiet place until the next group arrives.

BRIEF DISCUSSION: *Encourage parents to ask questions and share their ideas.*

TRANSITION: "We believe that parents and teachers must act as partners in the education of children--for when home and school are working together, optimal conditions are present for the child's growth and development."

VII. THE IMPORTANCE OF BUILDING AN EFFECTIVE HOME-SCHOOL RELATIONSHI

How can we build an effective home-school relationship? Let's share our ideas.

(Give parents a few minutes to suggest some ideas; then use transparency, covering the bottom, Section II, "Get Involved".

TRANSPARENCY #2

BUILDING AN EFFECTIVE HOME - SCHOOL RELATIONSHIP

I. Communication
  A. keep in touch
  B. parent conferences
  C. avoid common obstacles
  D. give feedback

I. COMMUNICATION

A. Keep in touch--relay information that will help the teacher better understand your child, e.g., "His dog was hit by a car last night and he's feeling very upset."

Use notes, the telephone, and encourage your child to share his/her feelings. If a problem exists, no matter how small it seems, it is extremely important that you get together with the classroom teacher as soon as possible.

B. Parent conferences--Plan to attend all parent conferences so as to facilitate a smooth meeting. Coming prepared will facilitate a smooth conference. Here are some suggestions to consider.

(Change transparency to Helpful Hints for Parent-Teacher Conferences.)

TRANSPARENCY #3

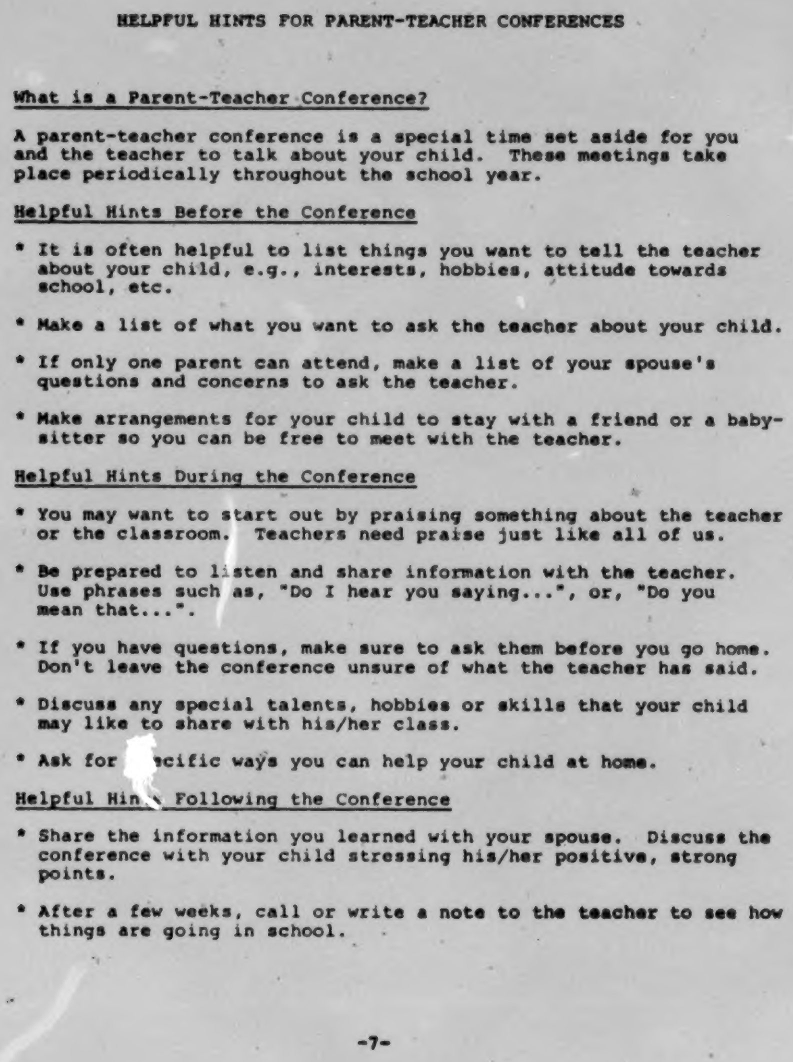
# HELPFUL HINTS
for
PARENT-TEACHER CONFERENCES

1. Be prepared
2. Share special family situations
3. Discuss child's skills, hobbies
4. Ask for specific ways to help
5. Ask questions
6. Follow up

DISCUSSION:

1. Be prepared to listen and to share information.
2. Talk about any special family situations which may affect the child, e.g., illness of family member, changes in home situation, death of a favorite pet, etc.
3. Discuss your child's talents, skills, hobbies and special sensitivities such as weight or speech difficulties, or what areas you think he/she needs help in.
4. Ask for specific ways to help your child at home.
5. Don't leave the conference unsure about what has been said. If you have questions, ask them or arrange for a meeting if more time is needed.
6. Follow up on the conference--after a few weeks, call or write a note to see how things are going.

Refer to page 7 of Parent Notebook. Here are some suggestions to keep in mind for parent-teacher conferences.



HELPFUL HINTS FOR PARENT-TEACHER CONFERENCES

What is a Parent-Teacher Conference?

A parent-teacher conference is a special time set aside for you and the teacher to talk about your child. These meetings take place periodically throughout the school year.

Helpful Hints Before the Conference

* It is often helpful to list things you want to tell the teacher about your child, e.g., interests, hobbies, attitude towards school, etc.

* Make a list of what you want to ask the teacher about your child.

* If only one parent can attend, make a list of your spouse's questions and concerns to ask the teacher.

* Make arrangements for your child to stay with a friend or a baby-sitter so you can be free to meet with the teacher.

Helpful Hints During the Conference

* You may want to start out by praising something about the teacher or the classroom. Teachers need praise just like all of us.

* Be prepared to listen and share information with the teacher. Use phrases such as, "Do I hear you saying...", or, "Do you mean that...".

* If you have questions, make sure to ask them before you go home. Don't leave the conference unsure of what the teacher has said.

* Discuss any special talents, hobbies or skills that your child may like to share with his/her class.

* Ask for specific ways you can help your child at home.

Helpful Hints Following the Conference

* Share the information you learned with your spouse. Discuss the conference with your child stressing his/her positive, strong points.

* After a few weeks, call or write a note to the teacher to see how things are going in school.

Change to transparency "Building an Effective Home-School Relationship."

TRANSPARENCY #2

BUILDING AN EFFECTIVE HOME - SCHOOL RELATIONSHIP

I. Communication
  A. keep in touch
  B. parent conferences
  C. avoid common obstacles
  D. give feedback

II. Get involved
  A. PTA or PAC - join or start one
  B. volunteer your services
  C. visit the classroom
  D. follow-up activities at home

Continue with

C. Avoid common obstacles that prevent effective home-school relationships, e.g.,

--pre-judgment
--flashback to your school days. This often can cause you to be defensive.

D. Give feedback--express your appreciation (notes and orally).

II. GET INVOLVED

A. Join PAC or PTA or start one.

B. Volunteer your services--in or out of the classroom for

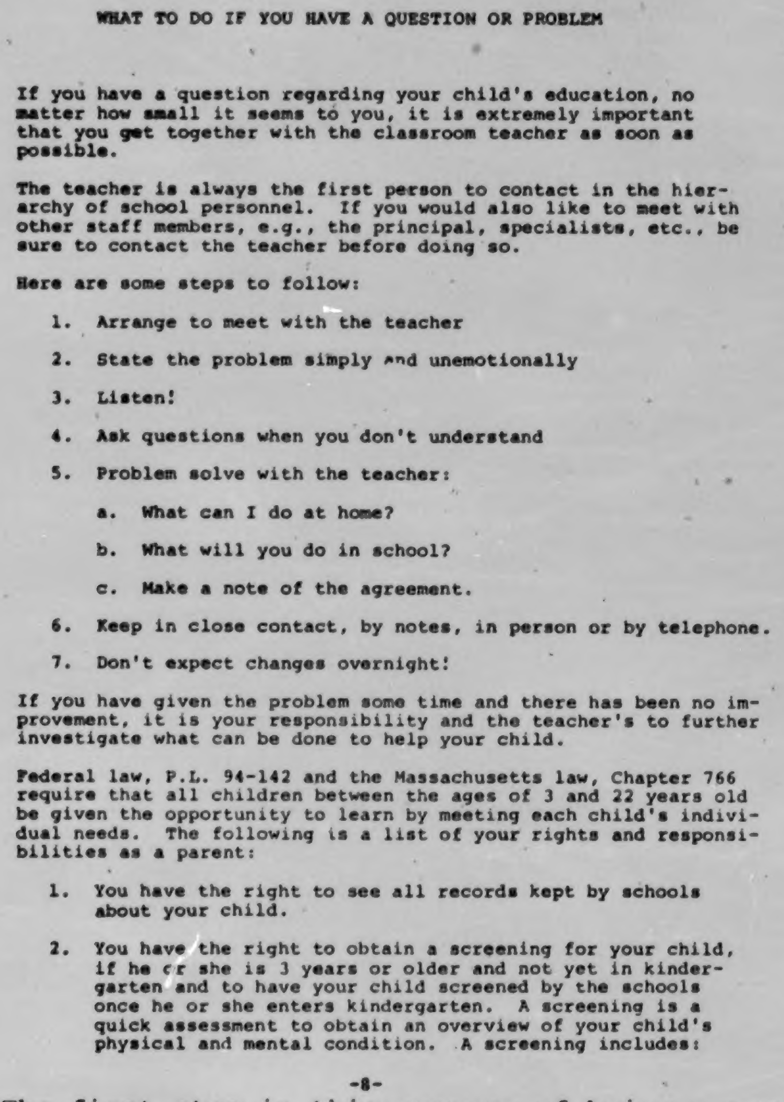
field trips	general classroom help
cooking	making materials
special projects	planting
holidays	

sharing a special interest or hobby you have

TRANSITION: "Sometimes no matter how well we communicate, problems occur. What can you do when there is a question or problem with your child's education?"

DISCUSSION: WHAT TO DO IF YOU HAVE A QUESTION OR PROBLEM

Discuss before referring to p. 8 in notebooks, "What To Do If You Have a Question or Problem". Allow parents time to look it over and ask any questions they may have. If parents have a specific problem encourage them to meet with you after the workshop is concluded. If necessary, make a future appointment to discuss the issues.



WHAT TO DO IF YOU HAVE A QUESTION OR PROBLEM

If you have a question regarding your child's education, no matter how small it seems to you, it is extremely important that you get together with the classroom teacher as soon as possible.

The teacher is always the first person to contact in the hierarchy of school personnel. If you would also like to meet with other staff members, e.g., the principal, specialists, etc., be sure to contact the teacher before doing so.

Here are some steps to follow:

1. Arrange to meet with the teacher
2. State the problem simply and unemotionally
3. Listen!
4. Ask questions when you don't understand
5. Problem solve with the teacher:
    a. What can I do at home?
    b. What will you do in school?
    c. Make a note of the agreement.
6. Keep in close contact, by notes, in person or by telephone.
7. Don't expect changes overnight!

If you have given the problem some time and there has been no improvement, it is your responsibility and the teacher's to further investigate what can be done to help your child.

Federal law, P.L. 94-142 and the Massachusetts law, Chapter 766 require that all children between the ages of 3 and 22 years old be given the opportunity to learn by meeting each child's individual needs. The following is a list of your rights and responsibilities as a parent:

1. You have the right to see all records kept by schools about your child.
2. You have the right to obtain a screening for your child, if he or she is 3 years or older and not yet in kindergarten and to have your child screened by the schools once he or she enters kindergarten. A screening is a quick assessment to obtain an overview of your child's physical and mental condition. A screening includes:

-8-

TRANSITION: "The first step in this process of being a parent-teacher is to take a look at your child in some very specific ways."

29

VIII. GETTING TO KNOW YOUR CHILD

(Distribute the booklets)

GETTING TO KNOW MY CHILD

PROJECT
IMPACT
Easton
Foxborough
Mansfield
Norton

Name ____________________ Age ______

37 WEST MAIN ST. NORTON, MASS.
TITLE IV, C, ESEA

This checklist has been designed to assist you in learning more about your child.

You may want to fill in some of it now, and complete the rest of the checklist at home. This can be one way to spend time with your child this week by watching to see what skills he/she has and doesn't have. Also, you may like to place a photograph of your child on the cover. We will be collecting these next time -- since one activity will build on another, it is important that you complete this by next week.

(Review checklist and fill it in with the parents. Allow 10 minutes for this activity.)

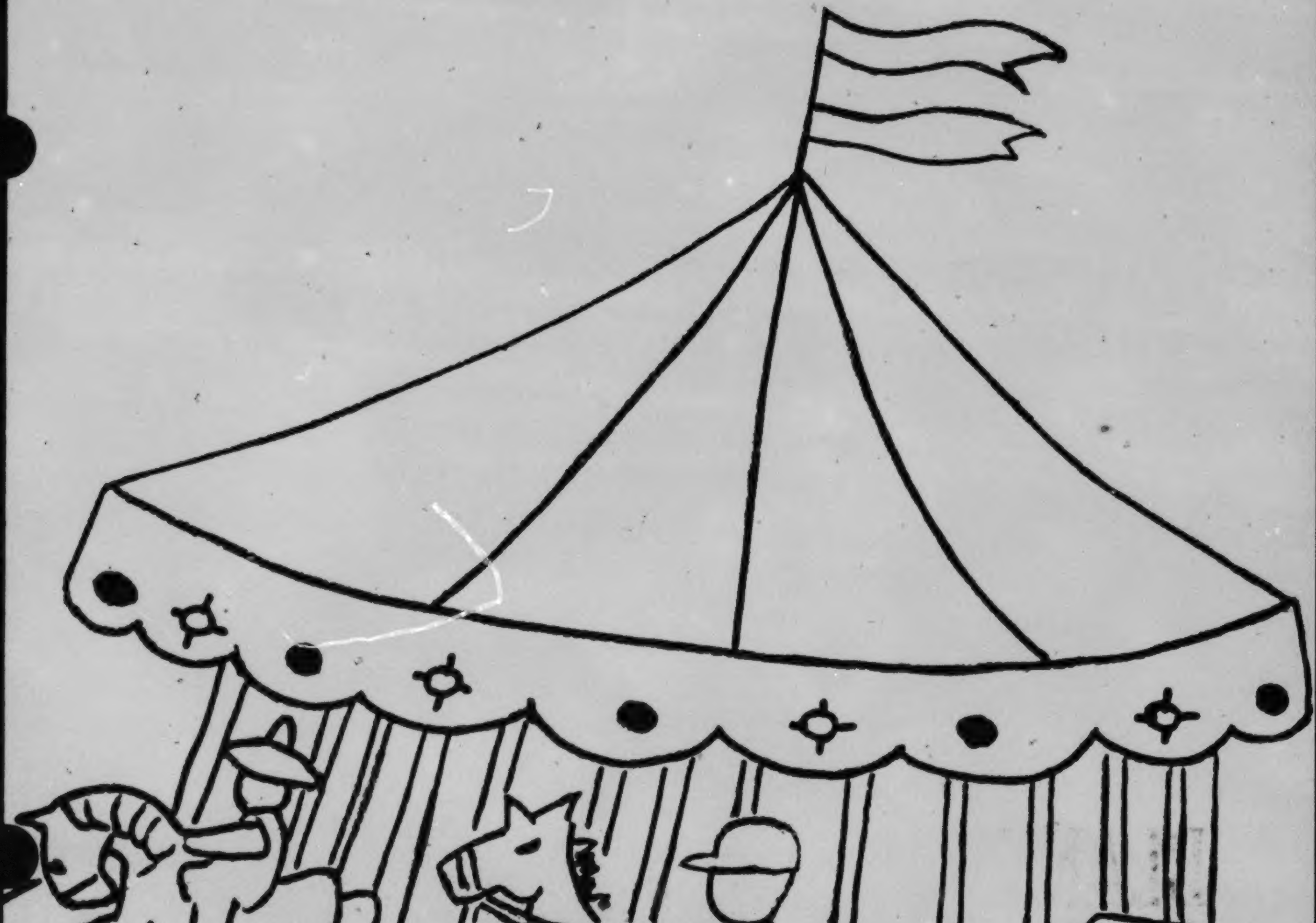
IX. SUMMATION

Briefly summarize the session, answer questions and let parents know that you enjoyed meeting them and look forward to the next session.

Tonight we discussed the goals of the program, the importance of building an effective home-school partnership, the kindergarten program and the important role you have as a parent-teacher. In the next session, we will discuss the checklist "Getting To Know My Child", and how children are developing at this stage. In addition, you will receive a booklet of activities which will measure your child's fine and gross motor development.

31

EVERYBODY RIDES THE CAROUSEL



SESSION II: "EVERYBODY RIDES THE CAROUSEL"

WORKSHOP LEADER'S PREPARATION

Description

This session provides an overview of child growth and development and stresses the importance of parents spending quality time with their children. Parents are provided with an opportunity to further their understanding of their child's motor skills by taking home a "Gross and Fine Motor Test" to administer to their children.

Objectives

1. To create an awareness of developmental theories and individual differences.
2. To consider ways for parents to spend quality time with their children.
3. To provide a tool for measuring fine and gross motor development.

Notes Regarding This Session

1. A "Getting Acquainted" exercise is recommended (see Appendix A). Choose one that will provide a comfortable way for parents to get to know more about each other.

2. This workshop focuses on the developmental theories of Gesell, Erikson and Piaget. The purpose is to create an awareness of the ages and stages through which children grow and develop. Later sessions will build on some of these basic theories. CAUTION: As parents may not be especially interested in developmental theories or very academically oriented, you will need to give examples about children that will enhance the material. Use your own words and stories.

3. This session includes the film "Everybody Rides the Carousel" which provides an excellent introduction to Erikson's first three stages of development (see Appendix C). The film is approximately 25 minutes long. Be sure to preview the film and plan a brief introduction. As the film may have a strong emotional impact on parents, they may respond thoughtfully and quietly. You may want to ask a few questions, such as, "Did you find it familiar?", "How did you like it?", etc. A lengthy discussion is not necessary.

4. NOTE: If the film is unavailable plan to spend about 30 minutes discussing child growth and development, according to the theories of Gesell, Erikson and Piaget. Optional material on some of Piaget's experiments and Erikson's stages of development is included in the Appendix D. Prepare materials needed to demonstrate some of these experiments. Again, it is very important to present the material in an interesting manner and always relate it to how the kindergarten child is developing at this time.

5. Following this general discussion, plan to spend 10-15 minutes pulling the information together into a developmental picture of the 5-year-old. Using a chalkboard or several pieces of paper and markers, print the following categories: social, language, self-help, gross motor, fine motor. Have parents tell what 5-year-olds are like and what they can do. Then, put the characteristics suggested by the parents into the appropriate category. If parents have difficulty coming up with ideas refer them to the skills they observed in completing the "Getting To Know My Child" checklist. Show enthusiasm for the ideas they have and be supportive of how well they know the typical characteristics of 5 and 6-year-olds. Stress the need to keep in mind the individual differences children may have. Listing the characteristics and skills that can be expected is recommended before distributing the chart "Developmental Description of a 5-6-year-old Child." A review of the checklist and the kindergarten program can follow. Plan time accordingly. Keep in mind that parents will be most interested in how their child is developing now.

6. Special attention should be given to the presentation of the "Gross and Fine Motor Test." Read the booklet carefully in order to anticipate the questions that parents may ask. Be prepared to demonstrate some test items, especially skipping and how it is different from galloping. Jumping, hopping, and balancing should be demonstrated as well as timing items by counting 1001, 1002, 1003.

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.

☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.

☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.

☐ Plan the introduction, summation and transitions as needed.

☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.

☐ Prepare materials for those who missed the previous session and make arrangements to review these materials with them.

Prepare the following handouts and materials:

- ☐ Name Cards
- ☐ Pencils
- ☐ Transparencies #4-7
- ☐ Overhead Projector/Screen/Extension Cord/Adapter
- ☐ 16mm Projector/Take-up Reel
- ☐ Film "Everybody Rides the Carousel"*
- ☐ "Developmental Description of a 5-6-year-old"
- ☐ "Gross and Fine Motor Test"
- ☐ Chalkboard and Chalk or 5 large pieces of paper and several markers

Extra copies of the following:

- ☐ Improving My Relationships
- ☐ Evaluation Form

*NOTE: If you do not plan to show the film or if the film is unavailable, see workshop leader's preparation and Appendix D for optional materials which you will need to prepare before this session.

SESSION II - EVERYBODY RIDES THE CAROUSEL
AGES AND STAGES OF DEVELOPMENT

WORKSHOP LEADER'S OUTLINE

I. INTRODUCTION
  A. Improving My Relationships
  B. Attendance
  C. Review and Agenda

II. GETTING ACQUAINTED EXERCISE

III. FEEDBACK ON "GETTING TO KNOW MY CHILD"

IV. AGES AND STAGES AND INDIVIDUAL DIFFERENCES
  A. Patterns of Growth and Development
  B. Developmental Theories Discussion
  C. "Everybody Rides The Carousel" (or optional material)
  D. Developmental Aspects of a Five-Year-Old

V. THE IMPORTANCE OF SPENDING TIME WITH YOUR CHILD
  A. Brainstorming Ways of Spending Quality Time
  B. Fine and Gross Motor Tests

VI. SUMMATION AND EVALUATION

I. INTRODUCTION

A. IMPROVING MY RELATIONSHIPS (p. 24)

Have each parent complete this form and keep it in his/her notebook. Explain that this form is slightly different from the one completed in Session I but asks for the same information. This form will be completed at the beginning of each session as a way of recording one's growth as a parent-teacher. Answer any questions and allow a few minutes for parents to complete the form.

Name____________________________

Session #______________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	I am doing this less	I am remaining about the same	I am doing this more
I listen to my child			
I am patient			
I act firmly and kindly			
I give in			
I encourage my child			
I threaten			
I am consistent			
I reinforce positively (praise)			
I practice mutual respect			
I communicate love			
I use logical consequences			
I take time for fun with my child			
I am aware of my child's needs			
I take advantage of teachable moments			
I find individual time with my child			
I spend time playing with/teaching my child			
I encourage my child to be self-reliant			

B. ATTENDANCE

Pass out the attendance form and ask parents to sign it. Set aside the handouts for those who are not present and distribute materials to those who did not attend the previous session.

C. "HOW I SPENT TIME WITH MY CHILD"

Briefly discuss and collect these forms.

D. REVIEW AND AGENDA

Briefly review the last session and introduce this one using your own words. Space is left for your notes.

TRANSITION: "Last week we spent a few minutes getting to know each other. Let's spend some time learning a little more."

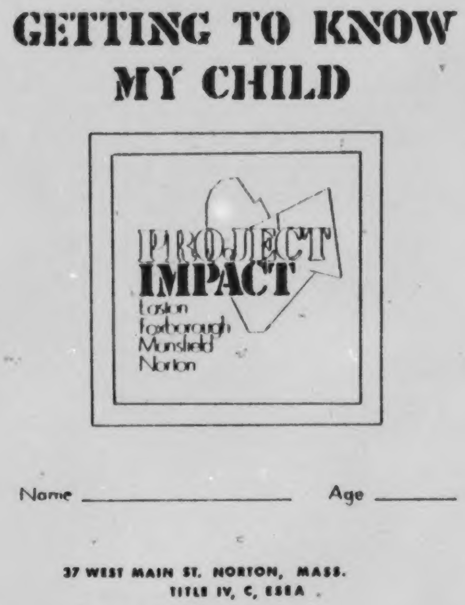
II. GETTING ACQUAINTED EXERCISE

See Appendix A for a getting-acquainted exercise. Space is left for your notes.

TRANSITION: "Let's begin this session with the checklist 'Getting To Know My Child'."

III. FEEDBACK ON CHECKLIST "GETTING TO KNOW MY CHILD"

This is a time for parents to talk about any questions or problems they had or ideas they want to share with each other. Collect the checklists.



GETTING TO KNOW
MY CHILD

PROJECT
IMPACT
Easton
Foxborough
Mansfield
Norton

Name ______________ Age ______

37 WEST MAIN ST. NORTON, MASS.
TITLE IV, C, ESEA

POSSIBLE DISCUSSION QUESTIONS:

A. Did you like it? Not like it?

B. Did your child enjoy it?

C. Did you discover anything new?

D. What does it tell you about your child?

E. Are there things your child can do that you didn't realize?

F. Are there things you thought your child could do and found he/she not quite ready?

Remember that our goal is to further your understanding of your child and hopefully make your job as a parent-teacher easier.

TRANSITION: "Having considered how your child is developing individually, let's take a look at the whole process of growth and development."

IV. AGES AND STAGES AND INDIVIDUAL DIFFERENCES

This section discusses the theories of Gesell, Piaget and Erikson in terms of early childhood development. NOTE: Be sure to use your own words and personal anecdotes about children to make this information interesting and relevant to parents.

A. DISCUSSION

Although no two children are exactly alike, in general most children go through very predictable stages or patterns as they grow and develop; for example, most children roll over, sit up, crawl, walk, run, skip, etc.

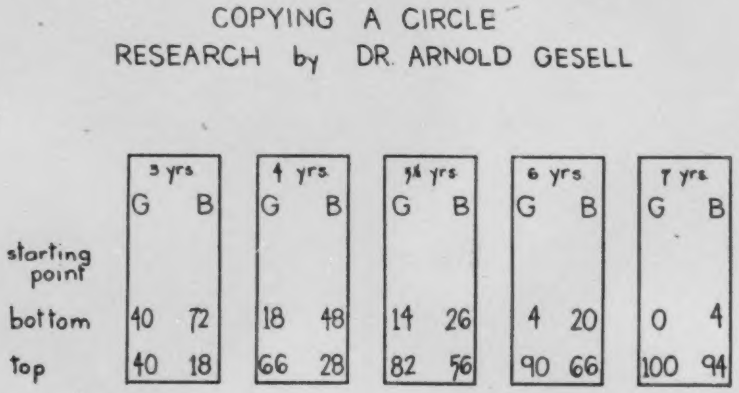
Of course there will be exceptions; for example, how many of you have children who didn't crawl? *(Allow time for parents to respond.)*

There are exceptions or individual differences and they are important to keep in mind as we look at growth and development.

People go through stages as they develop. To give you an example, please draw a circle on a piece of paper. *(Discuss how the parents drew their circles, e.g., how many started at the top? At the bottom?, etc.)* Drawing a circle is just one skill that develops over time. Most people do not start out drawing a circle by starting at the top.

Put Transparency #4 on the overhead projector.

TRANSPARENCY #4



COPYING A CIRCLE
RESEARCH by DR. ARNOLD GESELL

	3 yrs		4 yrs		5½ yrs		6 yrs		7 yrs	
	G	B	G	B	G	B	G	B	G	B
starting point										
bottom	40	72	18	48	14	26	4	20	0	4
top	40	18	66	28	82	56	90	66	100	94

These numbers represent percentages. At three years of age, 40% of the girls tested started the circle at the bottom and 72% of the three-year-old boys started at the bottom, etc.

Continue discussing the overhead chart. Point out that most children by 6 or 7 years of age start at the top. Ask if anyone knows why. It may be a result of being in school and learning how to print.

TRANSITION: "Let's take a few minutes to talk about the process of growth and development."

B. DEVELOPMENTAL THEORIES

The information below is provided as a reference. Use your own words to relate the information in an interesting manner. As parents can be expected to be less interested in this theoretical information, it will be important to engage their attention.

1. Dr. Arnold Gesell, who compiled 40 years of research in the field of child development, concluded that although no two individuals are exactly alike, all normal children tend to follow the same general pattern. He found that both girls and boys develop in similar ways although girls' maturity rates are generally approximately 1/2 year ahead of boys. He suggests further that in considering the "whole child", we keep three factors in mind. They are:

   a. Developmental age

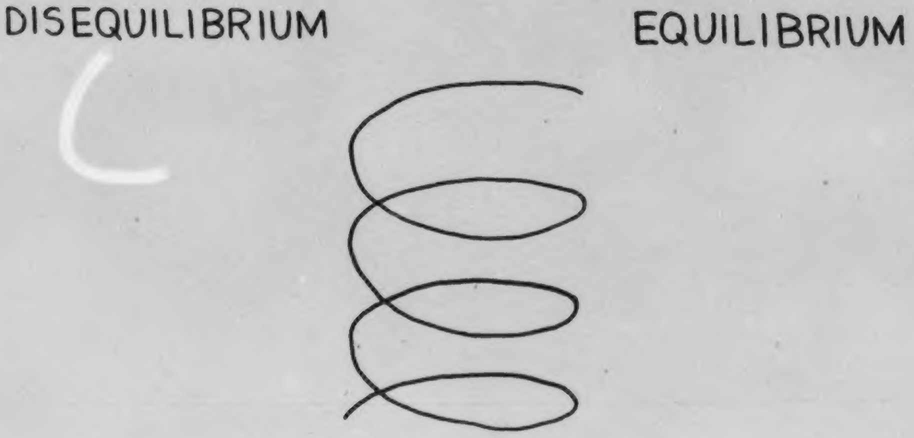
   b. Unique individual differences

   c. Environment

   Gesell likened development to a spiral which goes back and forth and overlaps in a patterned fashion. Children go through periods of balance when they are happy and eager to learn and periods when the growing process is more difficult for them.

41

TRANSPARENCY #5



Gesell stressed the need to look at a child's developmental or behavioral age, that is, how the child is acting or behaving.

Just because a child is chronologically (physically) five years old doesn't mean that he/she always acts like a five-year-old. *(Give examples if unclear, e.g., A five-year-old may exhibit the same negativism of the two-year-old.)*

In addition, he stressed that we keep in mind that no two individuals are alike. Each has his/her own strengths, weaknesses and needs.

Finally, Gesell found that the child's environment, that is, the school, home, neighborhood and community should be considered. For example:

--If a child lives in a house with no stairs, then he/she may have difficulty climbing stairs.

--If your child has not been allowed to use scissors or crayons, then he/she may have difficulty cutting and coloring.

2. Another individual who has researched human growth and devleopment is Jean Piaget, a Swiss psychologist, who conducted research in the field of intellectual growth. He concluded that children enrich, organize and reorganize their world through exploring and experimenting.

   Piaget found that intellectual growth, like physical and social and emotional growth, develops through a series of stages and that the early stages lay firm foundations for later growth.

   Piaget sees intellectual growth as developing through four stages. The sequence (order) of these stages is important but the ages at which a child reaches any of the stages can vary greatly.

   As Gesell, Piaget feels that intellectual growth depends on the physical maturation of the body and the individual experiences each child has had with his/her environment.

   Piaget believes that there is an optimal time for development but that that time depends on the individual.

   Further, he stresses that intellectual development cannot be pushed but that it is important to know what stage your child is in in order to heighten and enrich his/her thinking process.

   For example,

   a. Let's consider the thought process of an infant. Piaget says that babies see the world as "out of sight--out of mind", i.e., cover an object with a cloth and the child forgets it is there. As the child develops this concept of permanence, we see the beginning of mental growth.

   b. Later on, the two- to seven-year-old child is beginning to talk and is developing a concept of representation; words mean something. At this stage, a child judges everything by its physical appearance, e.g., if a glass looks like it holds more than it does, then it does as far as the child is concerned and he/she can't be convinced otherwise. At this stage, the child is tied to the world of reality--what's done is done. The child has difficulty thinking of the whole and its parts at the same time without feeling that the whole is destroyed when split into parts.

c. By about seven or eight years of age, a child does understand the relationship between a whole and its parts. He/she also understands simple classifications such as serialization, numbers, length and area. They reason in a rational way but always in the real concrete world.

d. Eventually, at about eleven or twelve years old, the child can cope with abstract thinking. He or she can look at a situation, ponder all the possibilities, and select one to fit the problem at hand. This leads to adult reasoning and creative problem-solving, e.g., analogies.

If the Erikson film is unavailable, continue discussing Piaget's theory by demonstrating the experiments described under Session II optional material in the Appendix D.)

3. Another person who has researched human development is Erik Erikson. Erikson's theory explains how a sense of identity develops, that is, how children come to understand who they are. His view of development may be summarized by this description:

   Life unfolds in an observable sequence. At various points in time there are critical events. At these times, achievements are won or failures occur and the future is to some extent better or worse because of it. What is won can later be lost and rewon. The mind is not determined by any one thing but by a combination of everyone and everything, both within and outside of the person.

If the Erikson film is unavailable continue discussing Erikson's theories by describing the first three stages in your own words, see Appendix D.)

In summary, Gesell, Piaget, and Erikson see human development as a process. The individual goes through stages, with each stage building on the previous one as the child grows and develops physically, socially, emotionally and intellectually.

Refer to Developmental Theories, p. 25, and briefly discuss.

DEVELOPMENTAL THEORIES

DR. ARNOLD GESELL, who completed 40 years of research in the field of child development, concluded that although no two individuals are exactly alike, all normal children tend to follow the same general pattern. He found that both girls and boys develop in similar ways although girls maturity rate is generally, approximately 1/2 year ahead of boys. He suggests further that in considering the "whole child" we keep these factors in mind, that is:

1. developmental age
2. unique individual differences
3. environment

JEAN PIAGET, a Swiss psychologist, who conducted research in the field of intellectual growth concluded that children enrich, organize and reorganize their world through exploring and experimenting.

He feels that intellectual growth, like physical and social and emotional growth, develops through a series of stages and that the early stages lay firm foundations for later growth.

Piaget sees intellectual growth as developing through four stages. The sequence (order) of these stages is important but the ages at which a child reaches any of the stages can vary greatly.

As Gesell, Piaget feels that mental growth depends on the physical maturation of the body and the individual experiences each child has had with his/her environment.

Piaget believes that there is an optimal time for development but that time depends on the individual.

Further, he stresses that intellectual development cannot be pushed but that it is important to know what stage your child is in in order to heighten and enrich his/her thinking process.

C. EVERYBODY RIDES THE CAROUSEL--FILM AND DISCUSSION

This film provides an excellent introduction to Erikson's first three stages of development. After the film, conduct a brief discussion. Parents can be expected to respond thoughtfully and quietly. Some questions to ask: "Did you like it?" "Did you find it familiar?" And, "Did you not like it?" (See Appendix C for a complete description.)

TRANSITION: "Now that we've looked at growth and development, let's think about your child and where he or she is in this development. Let's brainstorm a list of characteristics and skills that your child has."

D. DEVELOPMENTAL ASPECTS OF A 5 or 6-YEAR-OLD

Let's consider some aspects of the developing child: social, emotional, language, cognitive, self-help and gross and fine motor skills.

Using a chalkboard or 5 large sheets of paper, encourage parents as a group to create a list of characteristics that they think are typical of a 5 or 6-year-old. List their ideas in the appropriate category. Ask leading questions such as:

How would you describe your 5-year-old?

1. Social/Emotional
   a. How does a 5-year-old interact with others, with same-age friends?
   b. What type of play or games does he/she like?
2. Language/Cognitive
   a. How would you describe the language ability of a 5-year-old?
   b. What kind of things does a 5-year-old know?
3. Self-help

   What can a 5-year-old child be expected to do in the care of self?
4. Gross and Fine Motor
   a. How would you describe a 5-year-old's motor ability?
   b. What motor skills does a 5-year-old have?

NOTE: If parents have difficulty in suggesting characteristics, refer to the skills they observed in completing the "Getting To Know My Child" checklist.

Following the discussion, show enthusiasm for the many ideas suggested by parents, noting how well they know the typical characteristics of a 5 and 6-year-old. Then distribute handout "Developmental Aspects of a 5-6-year-old

This chart was developed by Project IMPACT as a reference for you. Keep in mind that each person develops individually with the unique experiences and environment he/she encounters.

DEVELOPMENTAL DESCRIPTION OF 5-6-YEAR-OLD

The developmental descriptions listed below are based on observations of many children. The intention is to describe how an average five and six-year-old child is developing. These characteristics may be observed before or after this particular age. Keep in mind that each child develops individually on his or her own timetable with the experiences and environment encountered

Social	Language	Self-Help	Gross Motor	Fine Motor
• Wants other children to play with • Spends more time playing in a group • Can follow rules in formal games • Is very competitive; does not like to lose • Needs help in understanding social skills and the needs of others but needs to work out own relationships with other children • Has more lasting friendships • Has fewer but longer quarrels • May try to dominate • Spends less time in make-believe play • Likes to imitate adult roles • Shows contradictory behavior	• Asks literal and obvious questions • Enjoys word play, puns and jokes • Tells long stories but lacks organization and logic • Has a vocabulary of over 2600 words • Uses words without total understanding • Counts to 20 • Recognizes and names the numbers 1-10 • Counts by rote (memory) to 100 • Can say the days of the week in order • Recognizes & names letters • Matches capital to lower case • Recognizes same & different • Likes stories at bedtime	• Dresses independently • Can tie shoes, but with difficulty • Can be responsible for one household task • Can select appropriate clothing for weather • Prepares own sandwich • Serves self at table • Is active at meals - wiggling, etc. • Uses knife and fork • Can cross street safely • Can put toys away • Washes & dries hands and face • May be reluctant to use school bathroom • May have bathroom accidents	• Learns by using body • Climbs well • Can throw ball with direction • Builds towers taller than self • Walks forward, backward on balance beam • Swings on swing • Bounces ball with direction • Can jump rope • Rides bicycle • Hits ball with bat • Gallops • Can rollerskate and iceskate • Enjoys doing stunts • Can hop on each foot • Dances to music • Skips on alternate feet	• Prints capital letters • Hits nail with hammer • Colors - usually stays within lines • Copies complex drawings • Cuts accurately with scissors • Can copy lower case letters • Prints name on paper using lines • Prints numbers 1-10 • Can lace shoes

TRANSITION: "Throughout this workshop series, we will be stressing the importance of spending quality time with your child. Let's brainstorm some ways that you can spend quality time with your child. The purpose of brainstorming is to come up with a lot of ideas and hopefully give us some new ideas to use. Remember all ideas are acceptable and no criticism is allowed. Let's begin!"

V. THE IMPORTANCE OF SPENDING TIME WITH YOUR CHILD

A. BRAINSTORMING

Brainstorming is an activity which encourages parents to share their ideas in an accepting and creative atmosphere. The rules of brainstorming are very important to establish before beginning the process: all ideas are acceptable; no judgments or criticism are allowed; building on another's ideas is acceptable; and be as creative as possible--the wilder the idea, the better.

TRANSPARENCY #6

BRAINSTORMING

1st No criticism allowed.

2nd Freewheeling is welcome.

3rd The more ideas, the better.

4th Modify, or combine, ideas of others.

Remember: It is essential that all negative comments be withheld.

Parents may need encouragement to really get involved in this process. Have paper or a chalkboard available to write down suggestions. Some ideas parents may suggest are: reading books; taking walks; riding in the car; trips to the zoo, supermarket, library, etc.; watching TV together; eating lunch together; etc. You may want to refer parents to the sheet, "How I Spent Time With My Child" which they have completed for this session as a starting place.

TRANSITION: "Now, we'd like to give you a specific activity to help you learn more about your child."

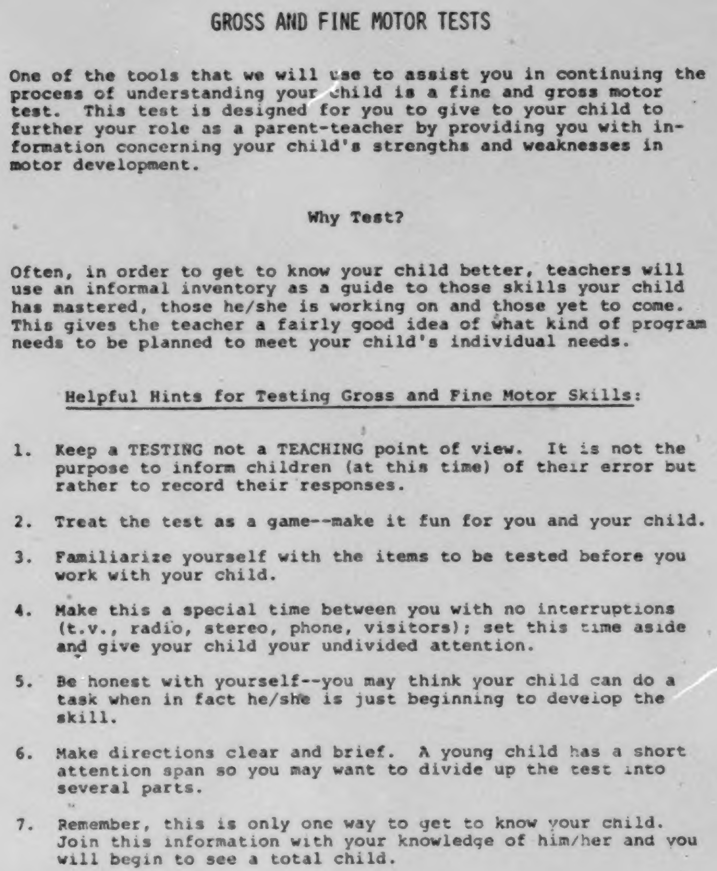
B. FINE AND GROSS MOTOR TESTS

One of the tools that we will use to assist you in continuing the process of understanding your child is a Fine and Gross Motor Test. This test is designed for you to administer to your child to further your role as a parent-teacher by providing you with information concerning your child's strengths and weaknesses in motor development. We'll collect them next time.

GROSS AND FINE MOTOR TESTS

Hand out tests and discuss. Allow parents time to look through the booklet and ask questions. Discuss each section of the test with the group. Stress the importance of following the directions. Make sure everyone understands the directions before they leave the workshop.

Briefly discuss page 2 of test.



GROSS AND FINE MOTOR TESTS

One of the tools that we will use to assist you in continuing the process of understanding your child is a fine and gross motor test. This test is designed for you to give to your child to further your role as a parent-teacher by providing you with information concerning your child's strengths and weaknesses in motor development.

Why Test?

Often, in order to get to know your child better, teachers will use an informal inventory as a guide to those skills your child has mastered, those he/she is working on and those yet to come. This gives the teacher a fairly good idea of what kind of program needs to be planned to meet your child's individual needs.

Helpful Hints for Testing Gross and Fine Motor Skills:

1. Keep a TESTING not a TEACHING point of view. It is not the purpose to inform children (at this time) of their error but rather to record their responses.
2. Treat the test as a game--make it fun for you and your child.
3. Familiarize yourself with the items to be tested before you work with your child.
4. Make this a special time between you with no interruptions (t.v., radio, stereo, phone, visitors); set this time aside and give your child your undivided attention.
5. Be honest with yourself--you may think your child can do a task when in fact he/she is just beginning to develop the skill.
6. Make directions clear and brief. A young child has a short attention span so you may want to divide up the test into several parts.
7. Remember, this is only one way to get to know your child. Join this information with your knowledge of him/her and you will begin to see a total child.

Go through each section of the test with the group. Stress following the directions. Demonstrate skipping, hopping, jumping. Make sure everyone understands the directions before they leave the session.

TRANSITION: "For the next session, please bring two objects from your home."

VI. HOMEWORK

Refer parents to homework assignment (p. 26) and explain that the objects will be used to discuss home teaching idea

TRANSPARENCY #7

HOMEWORK

Bring to the next workshop two common objects from your home: one outdoor and one indoor object OR two objects from different rooms in your house.

VII. SUMMATION AND EVALUATION

Answer any questions relative to the material in this session. Using your own words, briefly summarize this session and mention the topics for the next session.

Have each parent complete the evaluation form and collect it. (p. 28)

Name________________________

Session #____________________

EVALUATION

Indicate your reaction to the following by checking the appropriate box.

1. Overall, I consider this session:

   ☐ Excellent ☐ Good ☐ Poor

2. My attendance at this session should prove:

   ☐ Beneficial ☐ I'm not sure ☐ No benefit

3. What do you believe were the most useful ideas presented/discussed in this session? (Please explain.)

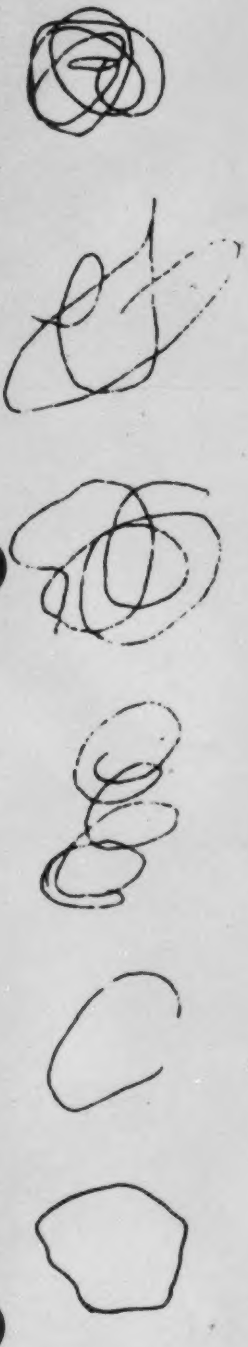
4. Comments:

FORM 3 Circle

Scoring Criteria

Predominantly circular lines

Passing



IS
A CIRCLE
ALWAYS
A CIRCLE ?

SESSION III: IS A CIRCLE ALWAYS A CIRCLE?

WORKSHOP LEADER'S PREPARATION

Description:

Through a variety of games and experiences, this session introduces parents to the process of learning. Parents are given a "Cognitive Skills Test" to administer to their children which provides an opportunity to further their understanding of these skills. In addition, parents explore the possibilities of teaching by using "home materials".

Objectives

1. To experience the process of learning.
2. To create an understanding of the learning process.
3. To provide a tool for measuring cognitive skills.
4. To explore the use of home materials as teaching tools.

Notes Regarding This Session

1. A "Getting Acquainted" exercise may be selected if the workshop leader feels it is appropriate for this group. However, "Fun Activities" have been included in this session, so that parents can work as partners or in small groups and continue to get to know each other as well as to learn something new.

2. Parents can be expected to experience considerable frustration in these new learning activities. It is important to set a relaxed tone followed by a discussion about their feeling.

3. In this session, parents receive the "Cognitive Skills Test". Time should be spent in discussing test items and reviewing the "helpful hints for testing school skills" included in the test booklet. Encourage parents to read the test carefully and select items for which the child is ready. Parents may continue to use the test over the course of the year, as most children will not be ready for all the test items. Anticipate questions which parents may have about specific items.

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.

☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.

☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.

☐ Plan the introduction, summation and transitions as needed.

☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.

☐ Review materials previously collected from parents. Check each and make appropriate comments.

☐ Prepare materials for those who missed the previous session and make arrangements with each to review these materials.

Prepare the following handouts and materials:

☐ "Gross and Fine Motor Activities" Booklet

☐ "Star" and directions

☐ "Mystery Picture" and directions

☐ "Cognitive Skills Test"

☐ Transparencies #8-10

☐ Overhead Projector/Screen/Extension Cord/Adapter

Extra copies of the following:

☐ Improving My Relationships

☐ Evaluation Form

☐ Pencils

☐ Name Cards

☐ Mirrors (several)

☐ Easel, Chart Paper and Markers or Chalkboard and Chalk

☐ Home Materials, e.g., Deck of Cards, Cereal Box, Newspaper

☐ A shoe that can be laced and tied

SESSION III - IS A CIRCLE ALWAYS A CIRCLE?

WORKSHOP LEADER'S OUTLINE

I. INTRODUCTION
  - A. Improving My Relationships
  - B. Attendance
  - C. How I Spent Time With My Child
  - D. Review and Agenda

II. GROSS AND FINE MOTOR TESTS
  - A. Feedback
  - B. Gross and Fine Motor Activities Booklet

III. FUN ACTIVITIES
  - A. "Mystery Picture" - What Is It?
  - B. Star

IV. THE LEARNING PROCESS
  - A. Discussion
  - B. Task Analysis: Tying a Shoe
  - C. Roadblocks to Learning
  - D. Teaching with Home Materials

V. COGNITIVE SKILLS TEST

VI. SUMMATION AND EVALUATION

I. INTRODUCTION

A. IMPROVING MY RELATIONSHIPS *(refer to p. 31)*

Have parents complete this form and keep it in their notebooks.

Name____________________________

Session #________________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	I am doing this less	I am remaining about the same	I am doing this more
I listen to my child			
I am patient			
I act firmly and kindly			
I give in			
I encourage my child			
I threaten			
I am consistent			
I reinforce positively (praise)			
I practice mutual respect			
I communicate love			
I use logical consequences			
I take time for fun with my child			
I am aware of my child's needs			
I take advantage of teachable moments			
I find individual time with my child			
I spend time playing with/ teaching my child			
I encourage my child to be self-reliant			

B. ATTENDANCE

Pass around the attendance sheet. Set aside handouts for those who are not present. Distribute materials to anyone who did not attend the previous session.

C. "HOW I SPENT TIME WITH MY CHILD"

Briefly discuss and collect these forms.

D. REVIEW AND AGENDA

Using your own words, briefly review the last session and introduce this session. Space is left for your notes.

II. GROSS AND FINE MOTOR TESTS

Encourage parents to share their experiences with the test by using the leading questions which follow. Have parents check that the test is complete with their name and date on the cover. Collect the completed tests. Explain that the tests will be returned and discussed in the next workshop.

A. FEEDBACK

--Did you like it?

--Not like it?

--Have any problems with it?

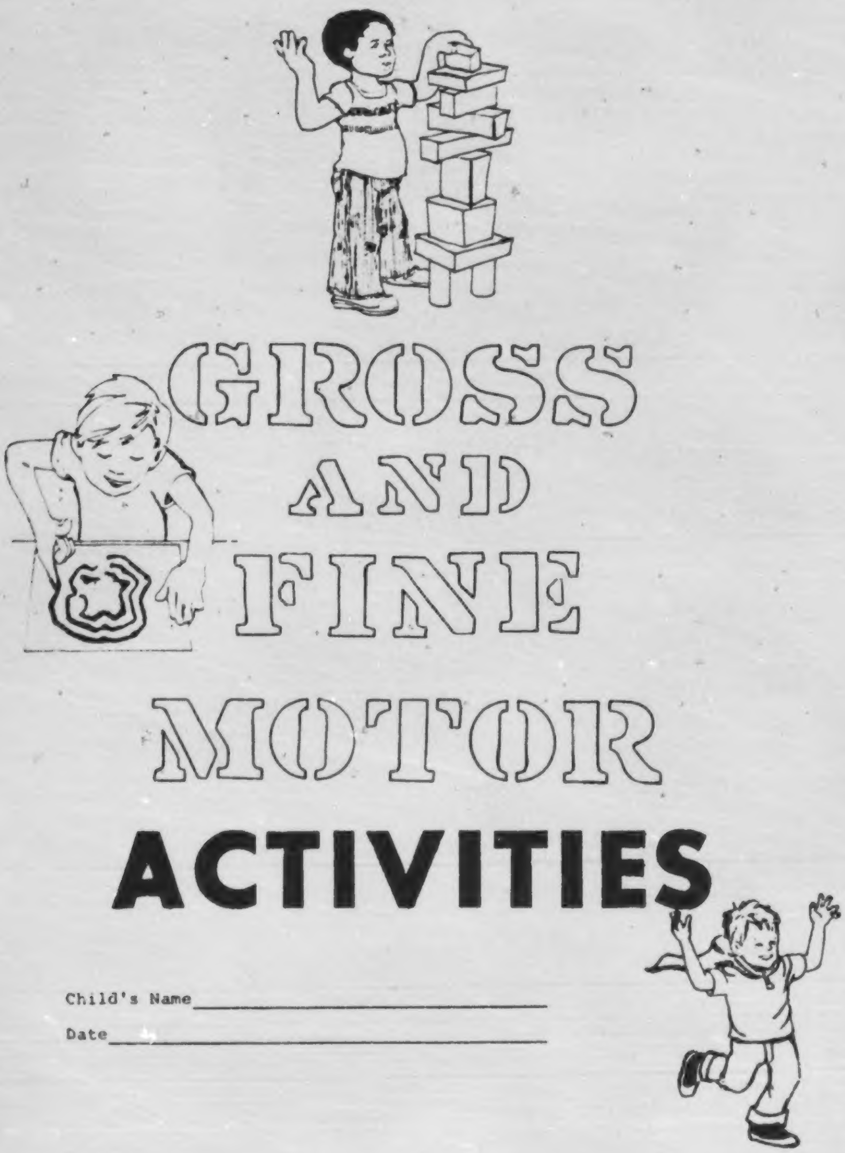
--Did your child like it?

--What did you discover?

TRANSITION: "Having spent some time testing your child's motor skills, you may be wondering what kind of activities to do to assist in your child's motor development."

B. GROSS AND FINE MOTOR ACTIVITIES BOOKLET

Distribute the booklets and allow parents time to look through them.



GROSS AND FINE MOTOR

ACTIVITIES

Child's Name____________________________

Date__________________________________

Indicate the checklist within the booklet.

Now that you have some idea of what your child can do and what he/she is not yet ready to do, you can use this checklist to keep a record of where he/she is developmentally. Then, given this information, you can be thinking of ways to foster his/her motor development. Following the checklist are some suggested games and activities. You may want to do one or two as a way of spending time with your child this week.

Answer any questions that parents may have about using the booklet effectively.

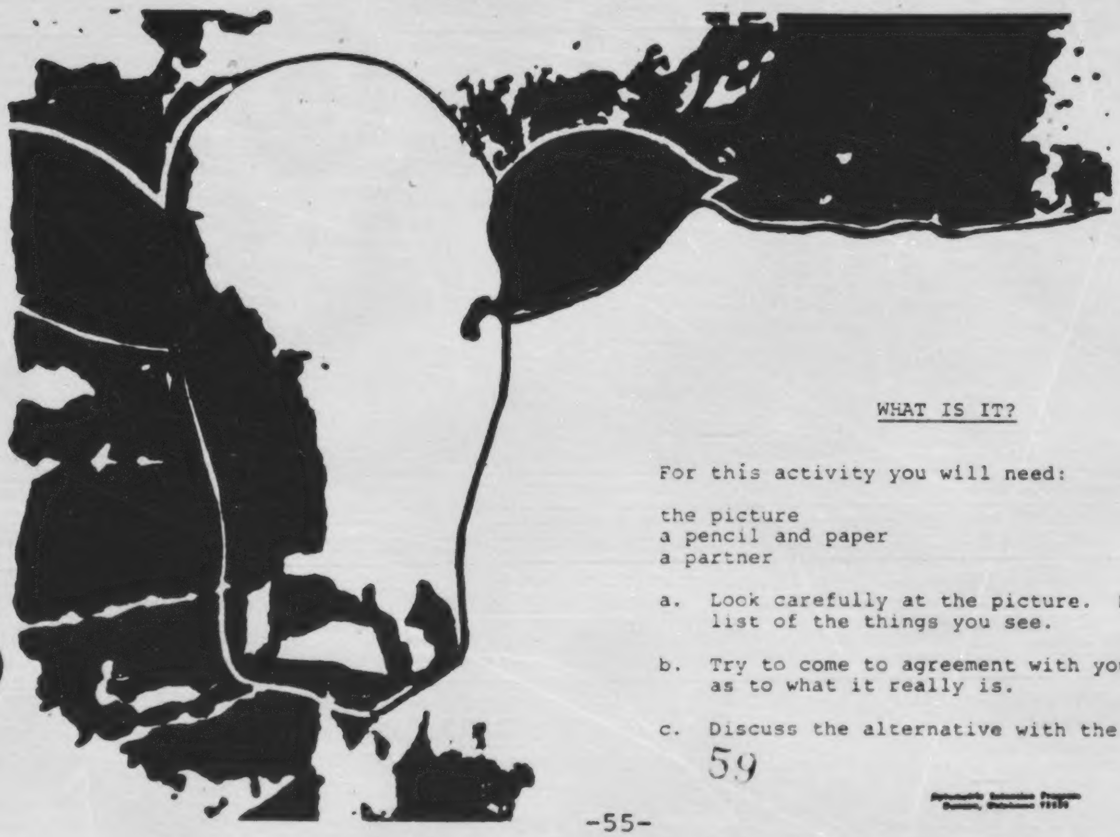
TRANSITION: "In this session, we will talk about the learning process. Let's begin by learning something new."

III. FUN ACTIVITIES

This section is designed to give parents the experience of learning something new.

A. "MYSTERY PICTURE" - WHAT IS IT?

Have everyone find a partner, then distribute several copies of the picture and the directions and ask "What is it?". Suggest that if anyone has seen it already and/or knows what it is, to write the answer down and not tell anyone just yet.



WHAT IS IT?

For this activity you will need:

the picture
a pencil and paper
a partner

a. Look carefully at the picture. Make a list of the things you see.

b. Try to come to agreement with your partner as to what it really is.

c. Discuss the alternative with the group.

[illegible]

After a few minutes give a hint, such as, hold the picture sideways with the words on the righthand side, or say that it is spelled with three letters, or, that it is a picture of an animal. After each clue, encourage parents to say what they think it may be.

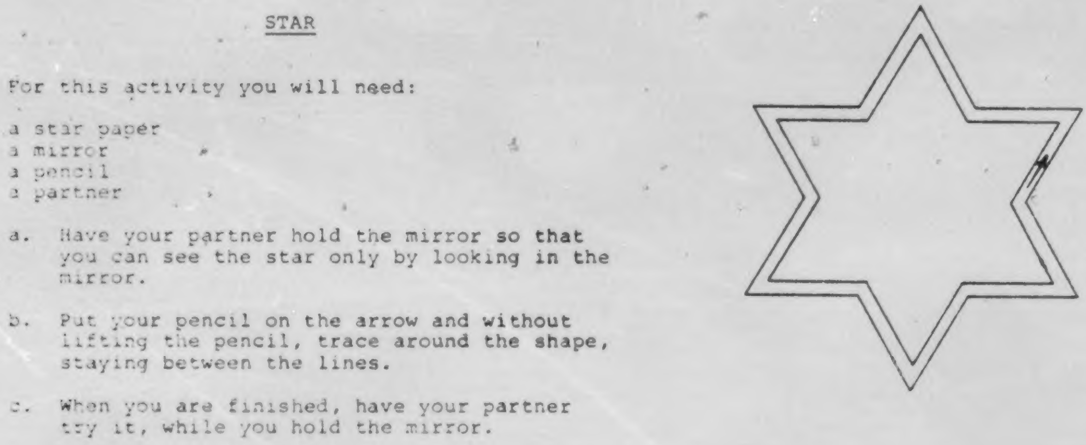
Finally, say that it is a picture of a cow. Ask if everyone can see it now that they know what it is. Point out the ears, nose, etc. Be sure everyone can see the cow. Then pointing to the fence, ask if anyone knows what that could be.

Briefly discuss the concept that learning is making sense out of what we see or hear or touch and associating this information with past experiences.

TRANSITION: "Now let's try something else. We are going to trace a star."

B. STAR

Briefly describe the activity and directions. Have each person work with a partner. Distribute the materials and demonstrate how to hold the mirror. Note: The workshop leader can be a partner if there is an uneven number of parents. Allow a few minutes for each person to try the activity then regroup for a discussion.



STAR

For this activity you will need:

a star paper
a mirror
a pencil
a partner

a. Have your partner hold the mirror so that you can see the star only by looking in the mirror.

b. Put your pencil on the arrow and without lifting the pencil, trace around the shape, staying between the lines.

c. When you are finished, have your partner try it, while you hold the mirror.

1. Cover your writing hand with a piece of paper, so that the only image you see of the star is in the mirror your partner is holding.

2. Put your pencil on the arrow and without lifting the pencil, trace around the shape, staying between the lines.

3. When you are finished, have your partner try it, while you hold the mirror.

TRANSITION: "Let's talk about this learning experience."

IV. THE LEARNING PROCESS

Encourage parents to share what they experienced with the activities. A leading question may be "What did you learn?" and, "How did it feel to learn something new?". Some typical responses could be: "It was hard", "I felt stupid", "It was fun", etc.

A. DISCUSSION

People learn through the senses of seeing, hearing, feeling and touching. When we see or hear or touch, our brain interprets it, associates it with a familiar past experience and causes us to know what it is.

Think about something you've learned recently *(give examples, e.g., skiing, tennis, sewing, juggling, golf, a new recipe).* How did you learn this new skill?

Allow parents time to respond.

Is it easier for you to learn by listening or by watching, by reading or by actually doing it? How do you learn best? Are you a listener? A list-maker? A looker? A toucher? Or a combination of these? Do you learn best alone or with others?

We each learn in a unique way and children learn in many different ways. Some children learn best by hearing, others by seeing and some by doing. Some learn best by a combination of seeing, hearing and doing.

Timing is another factor. Some people take longer to learn a task than others do. And some learn best at specific times of the day. Think about yourself; when do you work best? Are you a morning person? Or do you find yourself functioning better later in the day? Children also have times in which they learn best.

Let's talk about this learning process, that is, how do we receive and understand information. There are five components to consider.

TRANSPARENCY #8

THE LEARNING PROCESS 8

How do you prefer to RECEIVE information?
- ☐ visually
- ☐ auditorily
- ☐ tactually

How do you PROCESS information?
- ☐ understand immediately
- ☐ need time to reflect before understanding

How do you RETAIN information?
- ☐ need memory clues
- ☐ do not need memory clues

How do you EXPRESS information?
- ☐ verbally
- ☐ manually (hand movements, constructing a model etc.)
- ☐ in writing
- ☐ artistically

How do you MANAGE a task?
- ☐ systematically
- ☐ impulsively - without planning

1. How do we receive information? For example, is it easier for you to listen to information that is read to you or to read it yourself, or is it easier to take in the information by actually doing something? Perhaps it is best to see, hear and do in order to receive information.

2. How do we process the information, that is, how do we come to understand it? For example, do you tend to receive the information and understand it as it is given or do you need time to absorb and reflect upon the information in order to understand it?

3. How do we retain information? How do you remember something? Do you use memory clues, such as, remembering the number of days in each month by singing "30 days has September"? Do you remember how to spell certain words by remembering specific rules such as "i before e except after c"?

4. How do we express information? For example, when giving someone directions, do you say the directions, write them down, draw a map, use hand motions or do you use a combination of these?

5. How do we manage a task? Systematically or impulsively without planning? For example, to paint a room, do you get the paint and brush and get started immediately? Or do you plan step by step by taping the windows, placing drop cloths, organizing all the equipment ahead of time and then paint?

   Often we learn in a combination of ways using many of these components.

TRANSITION: "Now that we've talked about the different ways people learn and about the process of learning, let's consider a typical task which a five or six-year-old may be learning: tying a shoe."

B. TASK ANALYSIS: TYING A SHOE

The purpose of this activity is threefold:

1. *To visually demonstrate the multitude of small steps in any task (see below for list of steps).*

2. *To understand the concepts and skills necessary for completing the task.*

3. *To consider how learning style is involved in this task.*

Have parents work in small groups of 4 or 5 each to list the steps involved in tying a shoe. Allow ten minutes, then regroup and have each group read its list as you follow the directions to tie a shoe. Follow with a discussion on the concepts and skills needed as well as how the child's learning style is involved in this task. Make a list of all of the skills involved, such as,

attention span
fine and gross motor coordination
directionality (left to right and top to bottom)
motivation
ability to follow directions
ability to sequence
memory
understanding of terms including:
   over, under, around, through, lace, tie, loop

Here is a sample task analysis for tying a shoe which you can refer to for purposes of this discussion. It can probably be broken down into even more steps.

1. Find the shoe.
2. Match the left shoe with the left foot and the right shoe with the right foot.
3. Ensure that the shoe is properly laced with equal end pieces.
4. Loosen the laces and pull the tongue piece out.
5. Insert foot.
6. Adjust sock.
7. Straighten tongue piece.
8. Pull laces to tighten.
9. Cross over the laces (define cross over), hold the crossed over part with thumb and forefinger.
10. With the other hand, put one lace end piece under the crossover and pull through. (Define under, through, etc.)
11. Define loop (or "rabbit's ear").
12. Form loop with lace and hold together between thumb and forefinger.
13. With other hand, put other lace around loop (define around).
14. Put lace under and through, forming second loop.
15. With one loop in one hand and one in other pull tightly to form a bow.

TRANSITION: "As you can see, any new task can be and should be broken down into small steps. Learning is not easy, it is often confusing and frustrating. Sometimes no matter how simple the task, something gets in the way of learning

C. ROADBLOCKS TO LEARNING

What kinds of things do you think might get in the way of learning?

1. *Brainstorm a list.*
2. *Then, use the transparency and discuss unrealistic expectations--the child is not ready for the task to be learned; visual or hearing or perceptual problems; the*

child is not being given the opportunity to learn according to his/her unique way (style) of learning; previous learning gets in the way as with "star"; the child develops a sense of not being capable of learning.

TRANSPARENCY #9

ROADBLOCKS to LEARNING

1 unrealistic expectations – child not ready for task to be learned

2 visual or hearing or perceptual problems

3 child not being given the opportunity to learn according to his/her unique way (style) of learning

4 previous learning as with "star"

5 sense of not being capable of learning

These roadblocks are important to keep in mind as you work with your child.

TRANSITION: "Now let's consider what you as a parent-teacher can do to foster the learning process by using home materials such as a deck of cards, newspapers and board games."

D. TEACHING WITH HOME MATERIALS

In each of the following, use brainstorming as a technique to encourage many responses. Refer to Session II for Rules of Brainstorming, if necessary. Expected responses are listed with each question.

TRANSPARENCY #10

BRAINSTORMING

1st	No criticism allowed.
2nd	Freewheeling is welcome.
3rd	The more ideas, the better.
4th	Modify, or combine, ideas of others.

Remember: It is essential that all negative comments be withheld.

1. What/how can you teach with a deck of cards?

   --matching; ordering/sequencing
   --counting
   --more or less relationships
   --number recognition
   --number value
   --visual memory
   --sharing, taking turns, attention span

2. What can you teach with the newspaper?

   --letter matching, numbers
   --pictures--language--storytelling
   --order, sequence

3. What can you teach with the objects you brought in?

   If a parent did not bring in something, give them a cereal box top.

   For this activity, parents will work with a partner to make a list of what can be taught with the objects they brought in.

   1. Encourage parents to find a partner

   2. Brainstorm ideas of teaching with their materials

   3. Share these ideas with the whole group

TRANSITION: "To continue in this process of teaching your child, it will be important to know what your child knows and does not yet know. The Cognitive Skills Test is designed for you to observe your child's skills and plan the areas for teaching."

V. COGNITIVE SKILLS TEST

Distribute the tests. Suggest that parents read through the test carefully before administering it. The test is divided into two parts with more advanced items in Part II. Part I should be given first and Part II should be attempted only if the child is ready; that is, if the parent feels that the child can probably respond to most of the sections successfully. Most children will not be ready for Part II until the end of the kindergarten year or the beginning of first grade.

Allow parents time to look through the test and ask any questions necessary for successful administration. Review helpful hints for testing. Remind parents that this test will be collected and discussed in the next session.

COGNITIVE

SKILLS TEST

HELPFUL HINTS FOR TESTING SCHOOL SKILLS:

1. Keep a TESTING not a TEACHING point of view. It is not the purpose to inform children (at this time) of their error but rather to record their responses. An observation sheet is provided at the end of each part for you to record your general observations of your child.

2. Treat the test as a game--make it fun for you and your child.

3. Familiarize yourself with the items to be tested before you work with your child.

4. Make this a special time between you with no interruptions (t.v., radio, stereo, phone, visitors); set this time aside and give your child your undivided attention.

5. Be honest with yourself--you may think your child can do a task when in fact he/she is just beginning to develop the skill.

6. Make directions clear and brief. A young child has a short attention span so you may want to divide up the test into several parts.

7. Remember, this is only one way to get to know your child. Join this information with your knowledge of him/her and you will begin to see a total child.

8. Keep your child encouraged to do his/her best. In between sections of the test, comment enthusiastically on how hard he/she is working. It is not necessary to comment on each question. Do not let your child be discouraged by direct or indirect suggestions of disapproval (frowns, shaking your head, etc.).

9. At the end of the test you may want to tell your child that he/she has worked very hard. Let your child know that he/she will be learning more about all the things in this booklet at school and at home!

VI. SUMMATION AND EVALUATION

Answer any questions relative to the material in this session. Using your own words, briefly summarize and mention the topics for the next session. Have each parent complete the evaluation form (p. 33) and collect it.

Name________________________

Session #____________________

EVALUATION

Indicate your reaction to the following by checking the appropriate box.

1. Overall, I consider this session:

   ☐ Excellent ☐ Good ☐ Poor

2. My attendance at this session should prove:

   ☐ Beneficial ☐ I'm not sure ☐ No benefit

3. What do you believe were the most useful ideas presented/discussed in this session? (Please explain.)

4. Comments:

68

THINKING IS CHILD'S PLAY

SESSION IV: THINKING IS CHILD'S PLAY

THE 3 Rs IN KINDERGARTEN

WORKSHOP LEADER'S PREPARATION

This workshop provides an introduction to a typical kindergarten curriculum through a "hands-on" approach utilizing kindergarten materials. A discussion of how these materials are used in teaching reading, math and language follows. The cognitive skills test is reviewed and a booklet, "Developing Cognitive Skills" is distributed as a follow-up activity to the test.

Objectives

1. To create an understanding of the kindergarten curriculum.
2. To familiarize parents with the type of materials used in the kindergarten to teach concepts in reading, mathematics and language arts.
3. To create an understanding of teaching techniques and provide an opportunity to practice these techniques.
4. To provide a tool for developing cognitive skills.

Notes Regarding This Session

1. Plan to check (✓) and correct the "Gross and Fine Motor Tests" to be returned to parents. Review the handout "Gross and Fine Motor Test Results" which is given to parents in this session. Anticipate questions which parents may have.

2. Several activities are included in this workshop to give parents a sample of the kind of learning materials and activities which children use in kindergarten. Duplicate 5 or 6 copies of each handout. (See Session IV in your copy of the Parent Notebook.) Package the games with directions in plastic food storage bags for easy storage and handling. Using a chalkboard or a large piece of paper and a marker, prepare a chart with the name of each game and assign each parent to a game (see p. 76 in this manual).

3. NOTE: The discussion on the kindergarten goals, program and curriculum gives a general view of a typical kindergarten program. Be sure to add any additional information specific to your program.

4. In this session, parents experience learning how to read using the "Primer for Parents", p. 82. The Workshop Leader should set the tone for this activity, keeping in mind that parents may feel frustrated and angry when attempting this task. Give parents an opportunity to express these feelings and relate them to their child's experience in learning something new.

5. An important part of this workshop is the section "Teaching Your Child". This section includes a discussion on teaching techniques and provides an opportunity for parents to practice teaching. This opportunity will assist parents in preparing for and actually teaching their child.

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.

☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.

☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.

☐ Plan the introduction, summation and transitions as needed.

☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.

☐ Review materials previously collected from parents. Check each, correct the tests and make appropriate comments.

☐ Prepare materials for those who missed the previous session and make arrangements to review these materials.

Prepare the following handouts and materials:

- ☐ "Gross and Fine Motor Test Results"
- ☐ "The Cat Game"*, including directions, the game board, pictures and markers
- ☐ "Building Auditory Skills Game"*, including directions and Rosner's word list
- ☐ "Tangrams"* including the directions
- ☐ "The Geoboard Game"*, including the directions, the game board, patterns to copy and markers
- ☐ "Primer for Parents"
- ☐ "Developing Cognitive Skills" Booklet

Materials

- ☐ Name Cards
- ☐ Pencils
- ☐ Chart for name cards (see page 76 in this manual)
- ☐ Easel, Chart Paper and Markers or Chalkboard and Chalk
- ☐ Transparency #11
- ☐ Overhead Projector/Screen/Extension Cord/Adapter

Extra copies of the following:

- ☐ Improving My Relationships
- ☐ Evaluation Form

*Refer to this session in the Workshop Leader's Parent Notebook. These games need to be duplicated prior to the session.

SESSION IV - THINKING IS CHILD'S PLAY
THE THREE Rs IN KINDERGARTEN

WORKSHOP LEADER'S OUTLINE

I. INTRODUCTION
  - A. Improving My Relationships
  - B. Attendance
  - C. How I Spent Time With My Child
  - D. Review and Agenda

II. FEEDBACK
  - A. Gross and Fine Motor Test Results
  - B. "Gross and Fine Motor Activities" Booklet
  - C. Feedback on Cognitive Skills Test

III. FUN ACTIVITIES

IV. CURRICULUM AREAS: WHAT SCHOOLS ARE TEACHING
  - A. Kindergarten Goals, Program and Curriculum
  - B. Parent Primer

V. TEACHING YOUR CHILD
  - A. Teachable Moments
  - B. Teaching Techniques
  - C. Practice Teaching

VI. COGNITIVE SKILLS BOOKLET

A. The Checklist

B. Homework Assignment

VII. SUMMATION AND EVALUATION

I. INTRODUCTION

A. IMPROVING MY RELATIONSHIPS

Have parents complete this form (refer to p. 36) and keep it in their notebooks.

Name__________________________

Session #______________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	I am doing this less	I am remaining about the same	I am doing this more
I listen to my child			
I am patient			
I act firmly and kindly			
I give in			
I encourage my child			
I threaten			
I am consistent			
I reinforce positively (praise)			
I practice mutual respect			
I communicate love			
I use logical consequences			
I take time for fun with my child			
I am aware of my child's needs			
I take advantage of teachable moments			
I find individual time with my child			
I spend time playing with/ teaching my child			
I encourage my child to be self-reliant			

B. ATTENDANCE

Circulate attendance sheet. Set aside handouts for those who are not present. Distribute materials to anyone who did not attend the previous session.

C. "HOW I SPENT TIME WITH MY CHILD"

Briefly discuss and collect these forms.

D. REVIEW AND AGENDA

Using your own words, briefly review the last session and introduce this session. Space is left for your notes.

TRANSITION: "First we will consider the 'Gross and Fine Motor Test' and then we will discuss the 'Cognitive Skills Test' which you have started with your child."

II. FEEDBACK

A. GROSS AND FINE MOTOR TEST RESULTS

Return the "Gross and Fine Motor Tests" and distribute the handout "Gross and Fine Motor Test Results". Discuss some of the test items, noting the areas where most children were successful or unsuccessful. Note that those tasks which most children completed successfully indicate skills that kindergarten children may be expected to have or to be learning now. Reassure parents that children need both time and experience to master these skills.

GROSS MOTOR RESULTS

(based on test results from more
than 100 kindergarten children)

GROSS AGILITY

1. "Getting up from the floor"

# of seconds	% of children successful
1"	7%
2"	53%
3"	35%
4"	4%

2. "Kneeling Activity"

	Successful	Very Difficult But Successful	Unsuccessful
Right Knee	87%	11%	2%
Left Knee	83%	12%	5%

COORDINATION

1. "Walk across a room without tripping"

Successful	Unsuccessful
100%	0%

BALANCE

1. "Arms outstretched for 6 seconds"

Successful	Unsuccessful
73%	27%

2.

	Less Than 5 Seconds	5+ Seconds	10+ Seconds
Right Foot Arms at side, eyes open	34%	26%	40%
Left Foot Arms at side, eyes open	39%	29%	32%
Right Foot Arms at side, eyes closed	77.5%	17%	5.5%

77

TRANSITION: "Let's take a look at the Gross and Fine Motor Activities Booklet."

B. GROSS AND FINE MOTOR ACTIVITIES BOOKLET

Allow time for parents' comments and questions. Encourage feedback utilizing the leading questions listed below.

GROSS
AND
FINE
MOTOR
ACTIVITIES

Child's Name________________________

Date______________________________

1. Did you like it? Not like it?
2. Do you have any questions about the checklist?
3. Did you try any of the activities? Which one?
4. Did your child like the activity? Did you like it?

TRANSITION: "Let's set aside the motor activities and move on to the 'Cognitive Skills Test'. Has anyone had a chance to try the 'Cognitive Skills Test'?"

C. FEEDBACK ON COGNITIVE SKILLS TEST

Allow parents time to share information about the test. Collect tests that are completed and remind parents that the results will be returned to them in the next workshop. Use the following questions to stimulate a discussion.

--Did you discover anything new about your child?

--Did your child like/not like the activities?

COGNITIVE

SKILLS TEST

Child's Name____________________

Date____________________

TRANSITION: "Let's continue the discussion of learning and find out how children learn by doing some typical kindergarten activities."

III. FUN ACTIVITIES

These activities have been designed to give parents similar experiences to those their children may be having in kindergarten. Each parent is assigned a task by use of a charting system. If time permits, parents may choose another activity upon completion of their assigned one.

A. EXPERIENCES IN CURRICULUM

1. *Chart parents for the activities. The games are packaged with directions.*
2. *Briefly describe each game. Allow about ten minutes for parents to use the materials and then plan to regroup to discuss what has been learned by doing each activity.*

CHART FOR ACTIVITIES	PARENT'S NAME	PARENT'S NAME	PARENT'S NAME
THE CAT GAME			
BUILDING AUDITORY SKILLS			
TANGRAMS			
THE GEOBOARD GAME			

80

1. Reading: The Cat Game

This is a game which reinforces knowledge of beginning sounds.

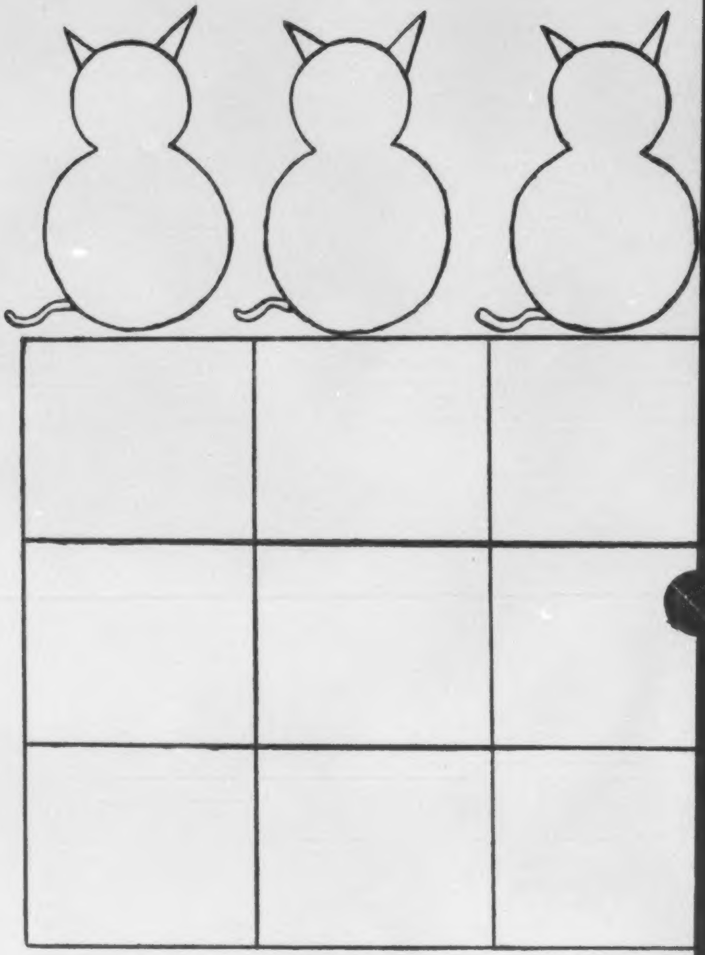
THE CAT GAME

To play this game, you will need:

a partner
a marker
a cat game board

Before playing:

1. Choose three letter sounds and print one in each cat. (e.g., m, s, t)
2. Sort all of the picture cards so that you have all the pictures that start with the letter sounds chosen (that is, all the pictures that begin with m, s, or t)
3. Spread out the appropriate cards.
4. Ask your partner to tell you the sound of each letter in each cat.
5. Name all of the pictures with your partner so there is agreement on picture names.
6. Have your partner:
   a. choose one
   b. say its name
   c. determine the beginning sound
   d. put it in the appropriate column
   e. when all the pictures are sorted, say the letter name and each picture underneath that letter--all pictures in each column should begin with the same beginning sound
7. Choose three new letter sounds and the appropriate cards and play the game again.
8. This game may also be played with ending and middle sounds.



2. Building Auditory Skills Game

This game involves auditory or listening skills.

BUILDING AUDITORY SKILLS GAME

To play this game, you will need:

a partner
Rosner's word list
a comfortable place to sit

Say to your partner (child)

"Today we're going to play a word game."

"Say COWBOY" Child says.

"Now say it again, but don't say BOY." (COW)

BUILDING AUDITORY SKILLS

Say COWBOY Now say it again, but don't say BOY (COW)
Say STEAMBOAT Now say it again, but don't say STEAM (BOAT)
Say SUNSHINE Now say it again, but don't say SHINE (SUN)
Say PICNIC Now say it again, but don't say PIC (NIC)

sunshine
baseball
someplace
steamship
cowboy
mister
cupcake
into
candy
person
cartoon
children
sometime
bookcase
forget
mountain
doctor
outside
daddy
doorbell
fancy
funny
hunter
party
business
garden
barber

seesaw
oatmeal
window
recall
paper
magic
after
dentist
monkey
sandwich
shoeshine
napkin
daytime
stingy
upset
bargain
surprise
himself
mascot
cardboard
predict
airplane
eyelash
demon
hungry
playmate
ashtray

motion
virtue
morbid
dispose
begin
defend
bashful
cement
muffler
ocean
murky
concert
vocal
nasty
native
precise
measure
ordeal
selfish
vibrant
indent
famous
protest
except
obtain
conceal
decay

limosine
September
understand
remember
microphone
forgotten
gasoline
peppermint
classical
valentine
buffalo
babydoll
cantelope
basketball
trampoline
important
defenseless
memorize
mistaken
gorilla
carelessly
yesterday
cornerstone

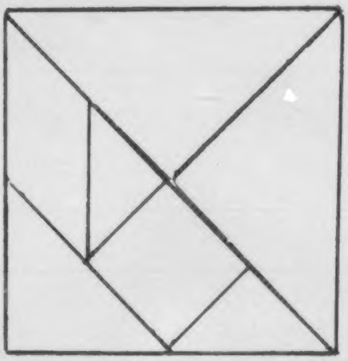
friendliness
silverware
decently
naturally
resonant
ridiculous
superlative
pantaloon
favorite
fanciful
hardiness
laboratory
refreshment
emergency
peanut butter
destiny
peninsula
introduce
independent
classification
occupation
upside down
newspaper

substitute
impersonate
performance
dedication
devotion
undertake
advantage
represent
vivacious
atmosphere
indignant
enormous
abdicate
diplomat
workmanlike
clumsiness
excitement
evasive
emptiness
departure
extravagant
institute
important

Adapted from *Helping Children Overcome Learning Difficulties* by Jerome Rosner

3. Mathematics: Tangrams

This game develops imagination as well as mathematical skills.



TANGRAMS

To play the Tangram game, you will need:

the seven Tangram pieces
your imagination
patience

1. Make a square using all seven pieces.
2. Use your imagination and make your own designs or shapes.

4. Mathematics: The Geoboard Game

This game develops visual skills.

THE GEOBOARD GAME

To play this game you will need:

a game board
patterns to copy
markers
a partner (optional)
a paper towel

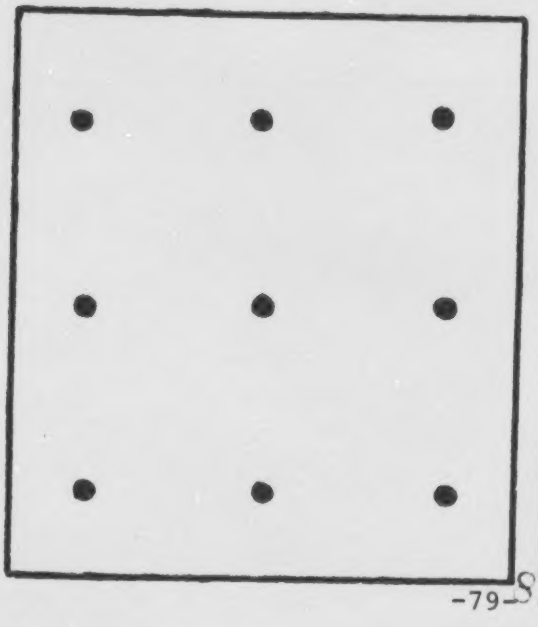
A. To play by yourself, use the geoboard pattern sheet to copy patterns.

B. To play with a partner:

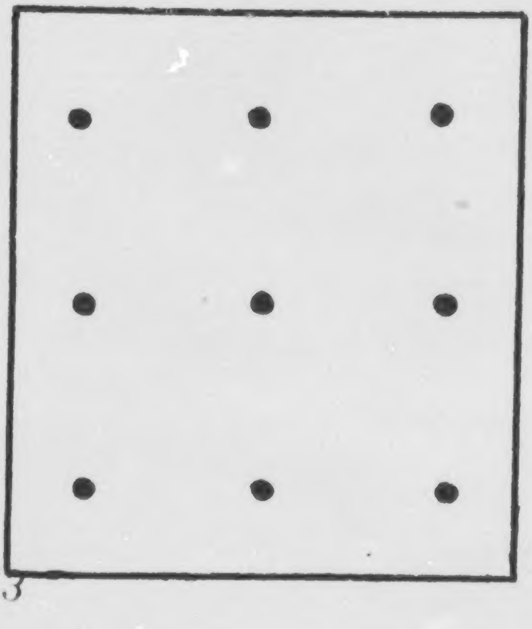
Make a pattern (you can use geoboard pattern sheet or make up your own); have your partner copy the pattern. Then, take turns making and copying patterns.

BUILDING VISUAL SKILLS: GEOBOARD GAME

MAKE A DESIGN HERE



COPY THE DESIGN HERE



TRANSITION: "Now that you have had time to experience some of these activities, let's get back together and share your experiences."

B. DISCUSSION

Regroup and ask each small group what can be learned with the materials they used. List their ideas and discuss briefly.

These activities are just a small sampling of the kind of learning activities included in the kindergarten program. Let's consider what schools are teaching and what you can do to supplement this.

Let's consider what is learned in each game:

1. Cat Game
   a. beginning sounds
   b. letter recognition
2. Building Auditory Skills Game
   a. auditory memory
   b. auditory discrimination
   c. auditory sequencing
3. Tangrams
   a. visual memory
   b. sequencing
   c. creativity
4. Geoboard Game
   a. visual memory
   b. visual discrimination
   c. visual sequencing

How do children learn? They learn through play, by experimenting, trial and error, and by repeating the same activity over and over again.

TRANSITION: "Now let's consider what schools are teaching."

IV. CURRICULUM AREAS/WHAT SCHOOLS ARE TEACHING

A. We've spent some time considering the learning process, that is, how people and children learn. We said that we all learn in sequential steps, but that the age we learn something is not as crucial as is the process we went through to learn it. Now let's consider what schools are teaching.

1. Kindergartens are designed to meet the social, emotional, physical and intellectual needs of each child.
2. Considerable time is spent in determining these individual needs through informal testing, observation and checklists similar to the ones you've done at home with your child. Then, programs are designed to meet each child's individual needs.
3. In order to meet these individual needs, kindergartens provide a wide variety and range of activities.
4. All curriculum areas are included, such as, language arts, math, science, reading readiness, art, music, physical education.

But, probably the area you, as parents, are most concerned about is reading. The question usually is, "Okay, all those games are fine, but WHEN IS HE/SHE GOING TO LEARN TO READ!".

Do you remember how you learned to read? Let's see...

B. PRIMER FOR PARENTS*

The Primer is used to give parents the experience of learning how to read. It is intended to help them see the many tasks necessary for the process of reading to occur. Often parents feel frustrated and angry when attempting this task. It is important to make this connection with their children's feelings. An effective way to present this activity is to discuss the directions in the beginning of the booklet, hand out the books, allowing a few moments for review and then conduct a reading group typical of a very rigid first grade. Each parent should have the opportunity to read aloud.

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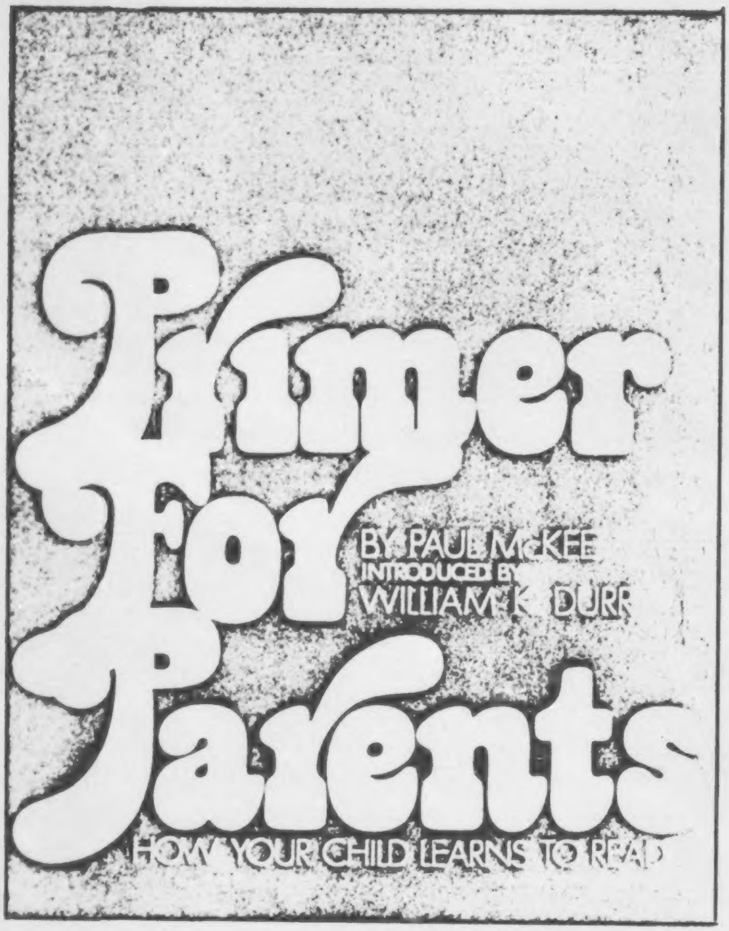
*Published by Houghton Mifflin


Primer For Parents
BY PAUL McKEE
INTRODUCED BY
WILLIAM K. DURR
HOW YOUR CHILD LEARNS TO READ

1. *Call on individual parents to read aloud to the group.*

2. *After reading the story, brainstorm the skills necessary to read the primer.*

   Some typical responses might be: letter sounds; blending sounds; letter recognition; left-to-right progression, etc.

3. *Discuss what a child needs to have in order to read, e. g., self-confidence, memory, incentive, follow-through, etc. Relate this to the classroom games and activities done at the onset of this workshop.*

TRANSITION: "What can you do to supplement what schools are teaching? And how do you teach these skills?"

V. TEACHING YOUR CHILD

Brainstorm - "What can you do at home to foster your child's thinking skills?"

List ideas and briefly discuss.

A. TEACHABLE MOMENTS

What are teachable moments? What can be taught? By the term "teachable moments" we mean any time that you are with your child can be an opportunity to teach something new. For example, while cooking, doing routine chores, getting dressed, taking family trips, there are many teachable moments.

Ask parents for ideas of specific skills or concepts that can be taught at these times.

B. TEACHING TECHNIQUES

As a parent-teacher, there may be times when you would like to teach your child something specific such as colors, numbers, shapes or letters. These times differ from "teachable moments" because they are planned activities. The following are some techniques we recommend to help insure your success at these times.

Discuss the techniques and answer any questions.

TRANSPARENCY #11

TEACHING TECHNIQUES

Show - Demonstrate

Tell - Explain activity

Praise - Be encouraging

Watch - Observe

Refer parents to p. 37 in their notebooks.

SHOW Show your child what you are going to do: "Today we are going to play a game with colors." Allow your child time to look at and to touch the materials to be used.

TELL Give directions clearly and one at a time by talking and demonstrating: "First I will point to the color and name it. Then, you can point and name it."

PRAISE Be encouraging: "You're really working hard" or "You're really trying very hard."

WATCH By watching your child, you can learn a great deal about the way your child learns. Some activities may be easy, others harder. If your child doesn't seem to understand an activity, repeat the directions slowly and clearly. If he/she still doesn't understand, then the activity may be too difficult, and perhaps should be put away for a later date.

Refer to Teaching Checklist, p. 38.

This checklist will assist you in evaluating your teaching technique.

TEACHING CHECKLIST

After each day's activity read the following checklist to see how your teaching skills are improving. As you find yourself using these teaching skills naturally, you are on your way to fulfilling your potential as a parent-teacher.

☐ Before you started the activity, did you explain what was going to happen and did you allow time for your child to familiarize herself/himself with the materials?

☐ Did you ask questions that had more than one correct answer?

☐ Did you encourage your child to ask questions?

☐ Did you encourage your child to talk in complete sentences when appropriate?

☐ Did you tell your child when he was doing well or taking small steps in the right direction?

☐ Did you let your child know (in a positive or neutral way) when his answer or work was wrong?

☐ Did you discourage guessing by trying to get your child to make judgements on the basis of evidence?

☐ Did you give your child time to think about a problem before offering help?

TRANSITION: "Now let's give you all a chance to be teachers."

C. PRACTICE TEACHING

The purpose of this activity is to give parents an opportunity to practice the teaching techniques as discussed. In doing so, they will experience the need for preparation, clear directions, timing and motivation.

Choose a new game and a partner. Teach the game to your partner using the technique we just discussed. One of you will be the teacher and the other will play the part of the child.

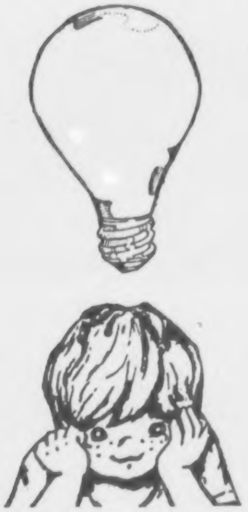
Allow parents time to experiment with the new activity. Remind them to change roles so each partner will have a chance to be the teacher. Spend a moment with each set of parents assisting them in this process of teaching. Regroup and discuss their reactions to teaching.

TRANSITION: "The first step in teaching is to find out what the child knows and doesn't know. Here is a checklist to assist you in recording the skills and concepts your child has mastered. Use it as a reference for the skills and concepts you want to teach."

VI. COGNITIVE SKILLS BOOKLET

This is an activity to do at home. Allow time for parents to look through the booklet and ask any necessary questions.

DEVELOPING COGNITIVE SKILLS



Child's Name____________________________Date_________

A. THE CHECKLIST

Discuss this in terms of realistic goal-setting, the child's needs and readiness.

Directions: Please fill in the date on which you tested your child in each skill and check (✓) if he/she is able to complete the task. You may want to ask your child's teacher for assistance with the skills that you are not sure how to test.

(✓)	Date Tested	Skill
		Matches and names four primary colors
		Tells a story in sequence with four pictures
		Speaks in complete sentences
		Recalls four objects seen in a picture
		Names three shapes
		Matches letters
		Matches numbers
		Matches equal sets to a model of one to six objects
		Names missing parts of pictures
		Counts by rote one to twenty
		Names first, middle, last position
		Understands relationships in words, e.g., long, short, heavy, light, loud, soft
		Follows three directions in proper sequence
		Tells his/her age
		Tells birthday (day and month)
		Tells address
		Tells telephone number
		Tells simple jokes
		Matches and names eight colors
		Names six shapes (circle, triangle, diamond, square, rectangle, star)
		Recognizes and names numbers one to twenty
		Counts by rote one to one hundred

1. Fill in the checklist as it applies to your child today.
2. Next, determine what the child is ready for--does he/she need more practice in certain areas or is he/she ready to move on to new skills?

3. Then, determine what activities are appropriate for teaching that specific skill.

4. Be realistic in goals for teaching, for example, if a child has difficulty holding a pencil, then don't expect him/her to be able to write his/her name. Or if your child cannot rote count, don't expect written numbers to have any meaning. Keep in mind your child's needs and readiness for what you choose to teach.

TRANSITION: "Please look at your Homework Assignment for this week." *(p.39)*

B. HOMEWORK ASSIGNMENT

Refer to "Homework Assignment" and briefly discuss. (p. 39) Encourage parents to ask any questions they may have.

Choose one activity from the Cognitive Skills Booklet for which your child is "ready". Read the directions, gather all the materials you will need. Complete the activity and then complete this form.

Homework Assignment

A. Fill out the checklist at the beginning of the Cognitive Skills Booklet.

B. Choose one activity for which your child is ready.

C. After completing the activity, please respond to the following questions:

1. What activity did you do?

2. What happened? Describe what you did with your child.

3. How much time did you spend working at this activity with your child?

4. Do you feel your child learned something from this activity? If so, what? If not, why not?

5. What did you learn?

6. Other comments:

7. What kind of activity would you do next with your child?

VII. SUMMATION AND EVALUATION

Answer any questions relative to the material in this session. Using your own words, briefly summarize and mention the topics for the next session. Have each parent complete the evaluation form (p. 41) and collect it.

Name__________________________

Session #_____________________

EVALUATION

Indicate your reaction to the following by checking the appropriate box.

1. Overall, I consider this session:

   ☐ Excellent ☐ Good ☐ Poor

2. My attendance at this session should prove:

   ☐ Beneficial ☐ I'm not sure ☐ No benefit

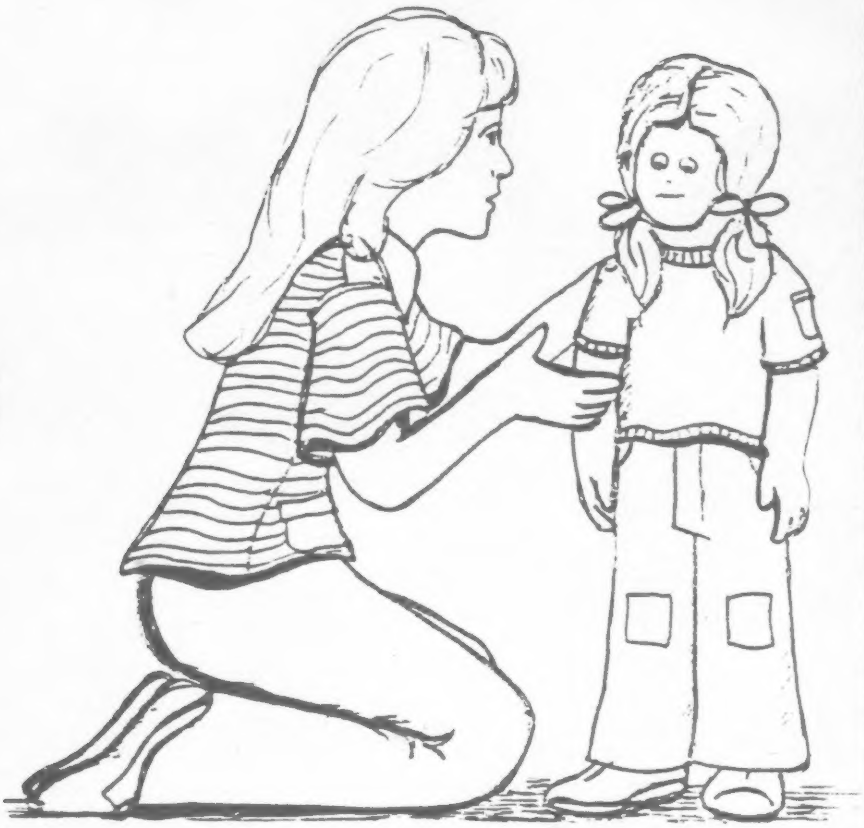
3. What do you believe were the most useful ideas presented/ discussed in this session? (Please explain.)

4. Comments:

STOP

LOOK

AND



LISTEN !

SESSION V: STOP, LOOK AND LISTEN!

EFFECTIVE COMMUNICATION

WORKSHOP LEADER'S PREPARATION

Description

This session marks the beginning of the second part of the program which focuses on effective communication, the nature of children's behavior and some specific techniques for coping with unacceptable behavior.

Session V stresses the importance of communication in understanding children. Roadblocks to, as well as helpful hints for effective communication are shared. A "Self-Concept Inventory" is given to parents to administer to their child as a way to further their understanding of how their child feels about him/herself.

Objectives

1. To provide a tool for developing cognitive skills.

2. To create an understanding of the importance of effective communication.

3. To practice some techniques for communicating effectively.

4. To provide a tool for measuring self-concept.

Notes Regarding This Session

1. Review and correct any "Cognitive Skills Tests" that parents have returned to you. Refer to "Cognitive Skills Test Results" and be prepared to discuss the results with parents. If parents have not finished all parts of the test, encourage them to continue using it throughout the school year.

2. This session begins with a demonstration of the powerful effect communication has on how we think and act. This activity, adapted from Hiam Ginott's Between Parent and Child should be read with exaggerated expression to emphasize the effect of different types of communication.

3. As part of this session, parents will role play a situation in order to practice effective communication techniques, such as, active listening. You may want to plan to use your own examples in this practice exercise. Some parents may be skeptical about using this type of communication and think that it is unrealistic for daily interactions. Suggest that effective communication is helpful in understanding children's feelings even though it may not have an immediate effect on their behavior. Encourage everyone to try "active listening" with their spouse, friend and/or child.

5. In addition to communicating effectively, parents will learn more about their child's feelings by administering the "Self-Concept Inventory". Be prepared to discuss the directions and answer questions.

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.

☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.

☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.

☐ Plan the introduction, summation and transitions as needed.

☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.

☐ Review materials previously collected from parents. Check each, correct the tests and make appropriate comments.

☐ Prepare materials for those who missed the previous session and make arrangements to review these materials.

Prepare the following handouts and materials:

- ☐ "Cognitive Skills Test Results"
- ☐ "Self-Concept Inventory"
- ☐ Pencils
- ☐ Name Cards
- ☐ Transparency #12
- ☐ Overhead Projector/Screen/Extension Cord, Adapter

Extra copies of the following:

- ☐ Improving My Relationships
- ☐ Evaluation Form

SESSION V - STOP, LOOK AND LISTEN

WORKSHOP LEADER'S OUTLINE

I. INTRODUCTION
    A. Improving My Relationships
    B. Attendance
    C. How I Spent Time With My Child
    D. Review and Agenda

II. FEEDBACK
    A. Cognitive Skills Test Results
    B. Cognitive Skills Booklet
    C. Homework Assignment

III. THE EFFECT OF COMMUNICATION: "BURNT TOAST"

IV. THE IMPORTANCE OF COMMUNICATION
    A. Daily Situations
    B. Hidden Messages

V. LISTENING FOR FEELINGS

VI. EFFECTIVE COMMUNICATION

VII. SELF-CONCEPT INVENTORY

VIII. HOMEWORK

IX. SUMMATION AND EVALUATION

96

I. INTRODUCTION

A. IMPROVING MY RELATIONSHIPS *(p. 44)*

Have each parent complete this form and keep it in their notebook.

Name__________________________

Session #______________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	I am doing this less	I am remaining about the same	I am doing this more
I listen to my child			
I am patient			
I act firmly and kindly			
I give in			
I encourage my child			
I threaten			
I am consistent			
I reinforce positively (praise)			
I practice mutual respect			
I communicate love			
I use logical consequences			
I take time for fun with my child			
I am aware of my child's needs			
I take advantage of teachable moments			
I find individual time with my child			
I spend time playing with/ teaching my child			
I encourage my child to be self-reliant			

B. ATTENDANCE

Distribute attendance sheet. Set aside handouts for those who are not present. Distribute materials to anyone who did not attend the previous session.

C. HOW I SPENT TIME WITH MY CHILD

Briefly discuss and collect these forms.

D. REVIEW AND AGENDA

Using your own words, briefly review the last session and introduce this session. Space is left for your notes.

TRANSITION: "Let's take a few minutes to look at the "Cognitive Skills Test Results".

II. FEEDBACK

A. COGNITIVE SKILLS TEST RESULTS

Return individual tests to each parent with a copy of the results. Allow parents time to briefly look over the results and make any comments. Call attention to some of the more interesting statistics.

COGNITIVE SKILLS TEST RESULTS

PART I **(based on test results from 80 kindergarten children)**

GENERAL INFORMATION I

Number Correct	% of children successful
4 and below	9%
5	20%
6	23%
7	28%
8	20%

Question #2 - Where do you live? (No. and Street)

Correct	Incorrect
71%	29%

Question #3 - What is your telephone number?

Correct	Incorrect
56%	44%

Question #6 - When is your birthday?

Correct	Incorrect
59%	41%

Questions #4 & #8 - Raise your right hand. Raise your left foot.

Both Correct	Incorrect
70%	30%

COLORS

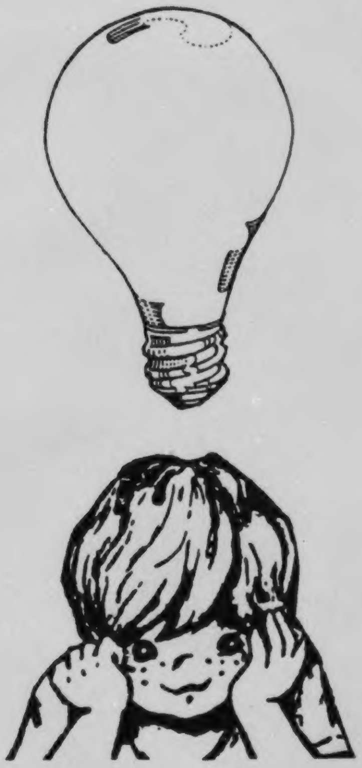
Number Correct	% of children successful
6 and below	4%
7	4%
8	92%

B. COGNITIVE SKILLS BOOKLET

Refer to the Cognitive Skills Booklet which parents received in the previous session. Stimulate discussion using the following leading questions:

1. *Do you have any questions about the checklist?*
2. *How did you use it?*
3. *Did you learn anything new about your child?*

DEVELOPING COGNITIVE SKILLS



Child's Name____________________________________Date__________

C. HOMEWORK ASSIGNMENT

Collect homework assignments. Allow time for discussion of what activity was chosen, etc.

HOMEWORK ASSIGNMENT

A. Fill out the checklist at the beginning of the Cognitive Skills Booklet.

B. Choose one activity for which your child is ready.

C. After completing the activity, please respond to the following questions:

1. What activity did you do?

2. What happened? Describe what you did with your child.

3. How much time did you spend working at this activity with your child?

4. Do you feel your child learned something from this activity? If so, what? If not, why not?

5. What did you learn?

6. Other comments:

7. What kind of activity would you do next with your child?

TRANSITION: "This session marks the beginning of the second part of the workshop series which will focus on the importance of effective communication. The way people talk to us has a powerful effect on the way we think and act. To demonstrate this effect, I would like to share with you an excerpt from Dr. Hiam Ginott's book Between Parent and Child."

III. THE EFFECT OF COMMUNICATION - "BURNT TOAST"

This activity is adapted from Between Parent and Child by Hiam Ginott. It's purpose is to stimulate parents to think about how, what and when they communicate with others. Read each part expressively and encourage parents to respond honestly. Allow time for parents to respond to each questi

THE EFFECT OF COMMUNICATION

LEADER: Suppose it is one of those mornings when everything seems to go wrong. The telephone rings, the baby cries, and before you know it, the toast is burnt. Your husband looks over the toaster and says: "My God! When will you learn to make toast?!" What is your reaction?

LEADER: What would your husband's words make you feel toward him? *(Anger, frustration.)*

LEADER: Would it be easy for you to fix another batch of toast?

LEADER: And when he left for work, would it be easy to clean up the house?

LEADER: Suppose that the situation is the same: the toast is burnt but your husband, looking over the situation, says, "Gee, honey, it's a rough morning for you--the baby, the phone, and now the toast." How would these words make you feel? *(Understood, loved)*

LEADER: Why?--that baby is still crying and the toast is still burnt?

LEADER: What would make the difference?

LEADER: And when your husband left for work, would it be difficult to clean up the house?

LEADER: Let me now tell you about a third kind of husband. He looks over the burnt toast and says to you calmly, "Let me show you, honey, how to make toast." How does this make you feel? *(Inadequate, stupid.)*

LEADER: Let's see how these three different approaches to the toast incident apply to our handling of children.

Adapted with permission from Dr. Hiam Ginott, Between Parent and Child.

Let's imagine these three types of communication with a child. Suppose, for example, your child is having one of those mornings when everything seems to go wrong. She can't seem to get herself dressed, is being teased by her older sister, etc. In looking over the situation suppose we say, "My God! When are you going to learn how to get dressed?" What is the child's reaction? *(Anger, frustration.)*

Or suppose the situation is the same, but we say, "Gee, honey, it's a tough morning. Let me give you a hand. I'll tie one shoe and you can tie the other." How would the child feel? *(Understood, loved, etc.)*

And in the third type of communication, we say, "Let me show you, honey, how to button your buttons!" How would the child, who is capable of this task feel? *(Inadequate, stupid.)*

TRANSITION: "We strongly believe in the importance of communication in living with children. Situations arise every day which require effective communication. For example,"

IV. THE IMPORTANCE OF COMMUNICATION

A. DAILY SITUATIONS

Allow parents time to react and discuss some of the following examples. Quickly brainstorm some alternative ways of dealing with the situations, stressing the need for communication in understanding how the child feels.

1. Your child comes home complaining that one of the neighborhood children is breaking his/her toys. Questions to consider:

    a. How do you react?

    b. What do you do?

    c. Does this solve the problem?

    d. What else could you do?

2. Your child seems to be unable to get up and get ready for school on time.

    a. What do you or would you normally do?

    b. Does this solve the problem?

    c. What else could you do?

TRANSITION: "Children (people) often communicate in 'code', that is, behind the actual words are hidden messages and feelings. For example,"

B. HIDDEN MESSAGES

Read excerpt entitled "Children's Questions: The Hidden Meanings", pp. 21 and 22, Ginott, Between Parent and Child.

CHILDREN'S QUESTIONS: THE HIDDEN MEANINGS

Conversing with children is a unique art with rules and meanings of its own. Children are rarely naive in their communications. Their messages are often in code, that requires deciphering.

Andy, age ten, asked his father, "What is the number of abandoned children in Harlem?"

Father, a chemist and an intellectual, was glad to see his son take an interest in social problems. He gave a long lecture on the subject and then looked up the figure. But Andy was not satisfied and kept on asking questions on the same subject: "What is the number of abandoned children in New York City?" "in the United States?" "in Europe?" "in the world?"

Finally it occurred to father that his son was concerned, not about a social problem, but by a personal one. His questions stemmed not so much from sympathy for abandoned children as from fear of being abandoned. He was looking, not for a figure representing the number of deserted children, but for reassurance that he would not be deserted.

On his first visit to kindergarten, while mother was still with him, Bruce, age five, looked over the paintings on the wall and asked loudly, "Who made these ugly pictures?"

Mother was embarrassed. She looked at her son disapprovingly, and hastened to tell him, "It's not nice to call the pictures ugly when they are so pretty."

The teacher, who understood the meaning of the question, smiled and said, "In here you don't have to paint pretty pictures. You can paint mean pictures if you feel like it." A big smile appeared on Bruce's face, for now he had the answer to his hidden question: "What happens to a boy who doesn't paint so well?"

Next Bruce picked up a broken fire engine and asked self-righteously, "Who broke this fire engine?" Mother answered, "What difference does it make to you who broke it? You don't know anyone here."

Bruce was not really interested in names. He wanted to find out what happened to boys who break toys. Understanding the question, the teacher gave an appropriate answer: "Toys are for playing. Sometimes they get broken. It happens."

Bruce seemed satisfied. His interviewing skill had netted him the necessary information: "This grownup is pretty nice. She does not get angry quickly, even when a picture comes out ugly or a toy is broken. I don't have to be afraid. It is safe to stay here." Bruce waved good-by to his mother and went over to the teacher to start his first day in kindergarten.

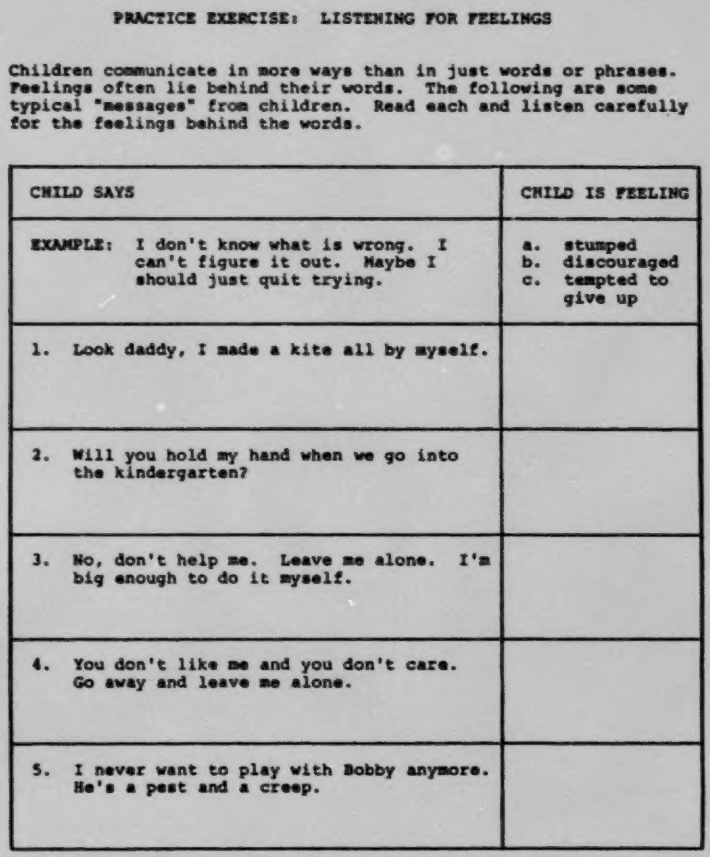
FROM: Between Parent & Child, Dr. Haim G. Ginott

TRANSITION: "So, in order to understand children, we need to decode their messages. See if you can decode these typical messages."

V. LISTENING FOR FEELINGS

Refer to "Listening for Feelings" Exercise Sheet (p. 45) and have parents complete the exercise individually. Then, discuss the answers. Encourage parents to name the feeling rather than interpret what they think the child needs.

A. PRACTICE EXERCISE: LISTENING FOR FEELINGS



PRACTICE EXERCISE: LISTENING FOR FEELINGS

Children communicate in more ways than in just words or phrases. Feelings often lie behind their words. The following are some typical "messages" from children. Read each and listen carefully for the feelings behind the words.

CHILD SAYS	CHILD IS FEELING
EXAMPLE: I don't know what is wrong. I can't figure it out. Maybe I should just quit trying.	a. stumped b. discouraged c. tempted to give up
1. Look daddy, I made a kite all by myself.	
2. Will you hold my hand when we go into the kindergarten?	
3. No, don't help me. Leave me alone. I'm big enough to do it myself.	
4. You don't like me and you don't care. Go away and leave me alone.	
5. I never want to play with Bobby anymore. He's a pest and a creep.	

B. STOP, LOOK AND LISTEN: COMMUNICATING WITH CHILDREN

Refer parents to page 46. Discuss the typical situation suggested and consider the child's reaction to each parent comment.

STOP, LOOK AND LISTEN

Communicating with Children

Effective communication is based on:

mutual respect
listening
feedback

Keep in mind that we all have hidden messages in what we say. Consider this typical situation:

> Your child comes home from school, stomps in, slams the door and throws his/her lunchbox on the floor.

There are several ways to respond. Consider your child's reaction to each statement:

Parent says: "It sounds like you've had a hard day."

Child's reaction:

Parent says: "Go out and come in again quietly."

Child's reaction:

Parent says: "What's the matter with you?"

Child's reaction:

To discover the "hidden message" in what children say or do, show that you understand what your child feels and means. You may want to start your response with:

You feel________________________

Sounds like you feel__________

You're really__________________

In communicating effectively statements of understanding precede statements of advice or instruction.

TRANSITION: "In summary, effective communication requires time and patience and practice. Let's practice some active listening. In each situation, I will play the child and you will be the parent."

C. ROLE PLAY - AN EXERCISE IN LISTENING FOR FEELINGS

Role play is a technique used here to help parents put themselves into a typical situation requiring a reaction. The following child statement can be used, supplemented with your own ideas. As you communicate the child's statement, be aware of the feeling you want parents to reflect. Write the following statements on the chalkboard or on a piece of paper for parents as a cue for active listening: "Sounds like...", "You feel...", "You really feel...".

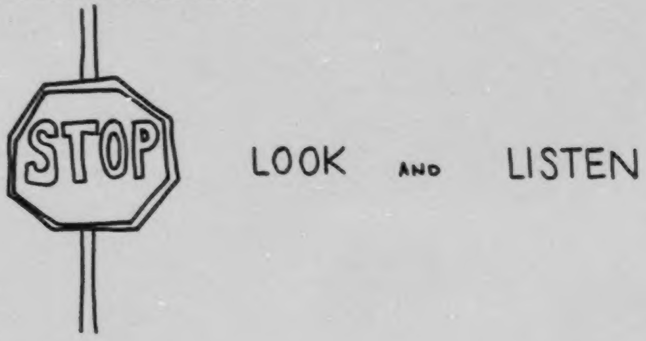
TRANSITION: "Let's now consider some of the components of effective communication."

VI. EFFECTIVE COMMUNICATION

A. STOP, LOOK AND LISTEN

Use the transparency and discuss the various components of good communication.

TRANSPARENCY #12



Effective communication is based on:

mutual respect
listening
feedback

1. Mutual respect is accepting each other's feelings and allowing children to express their feelings openly without fear of rejection. You may not agree with your child but you can show that you accept and respect his/her feelings.

2. Listening is an important part of communication. To communicate effectively, we need to stop, look and listen. To let your child know that you are listening, stop what you are doing and maintain good eye contact.

3. Feedback is recognizing the feeling behind what children say and letting them know that we understand the feeling. An effective way to give feedback is to start our response with "It sounds like..." or "You're really ..." or "You feel...". By stating the feeling, we are letting the child know we understand and accept his/her feelings.

I will make a typical child statement. See if you can recognize the hidden message (the feeling) and respond with a statement of understanding. I will play the part of the child in this example.

LEADER: "Nancy is a creep; I never want to play with her again."

Allow parents time to respond by active listening. Respond to what they say and persist until they show that they understand what you feel. Follow with a discussion. Encourage parents to try active listening ideas with a friend, their spouse or child. Remind everyone that active listening requires patience and practice to be used effectively.

TRANSITION: "As part of this communication process, you are coming in contact with how your child feels about himself/herself. To further this process, we are giving you a self-concept inventory."

VII. SELF-CONCEPT INVENTORY

Distribute the Inventory. Allow time for parents to briefly look it over and ask questions. Remind parents to try not to react to the response their children may give.

Please use it with your child in the coming week and bring it in completed for the next session. We will score them next week.

SELF CONCEPT

INVENTORY

TRANSITION: "In this session we have discussed some ways of listening in order to understand children's feelings. You may want to practice active listening with a friend, your spouse or your child. In the next session we will talk about the nature of children's behavior, that is, why children act the way they do."

VIII. HOMEWORK *(Refer parents to p. 54.)*

In preparation for this discussion on behavior, think about your child's behavior. Make a list of the things your child does that you like and things that you dislike. For example, "I like the way he hugs me in the morning" or "I don't like it when he dawdles and is late for the bus."

Plan to bring this list with you for the next session.

MY CHILD'S BEHAVIOR

Behavior is anything a person does, says or thinks that can be observed directly or indirectly.

Things About My Child That I Like	Things About My Child That I Dislike

SUMMATION AND EVALUATION *(p. 49)*

Answer any questions relative to the material in this session. Using your own words, briefly summarize and mention the topics for the next session. Have each parent complete the evaluation form and collect it.

Name____________________________

Session #_______________________

EVALUATION

Indicate your reaction to the following by checking the appropriate box.

1. **Overall, I consider this session:**

   ☐ **Excellent** ☐ **Good** ☐ **Poor**

2. **My attendance at this session should prove:**

   ☐ **Beneficial** ☐ **I'm not sure** ☐ **No benefit**

3. **What do you believe were the most useful ideas presented/ discussed in this session? (Please explain.)**

4. **Comments:**

*_If time permits, read Treat Friends, Kids The Same, by Erma Bombeck._

TREAT FRIENDS, KIDS THE SAME

On TV the other day, a leading child psychologist said parents should treat their children as they would treat their best friend... with courtesy, dignity and diplomacy.

"I have never treated my children any other way," I told myself. But later that night, I thought about it. Did I really talk to my best friends like I talked to my children? Just suppose...our good friends, Fred and Eleanor, came to dinner one night and...

"Well, it's about time you two got here! What have you been doing? Dawdling? Leave those shoes outside, Fred. They've got mud on them. And shut the door. Were you born in a barn?"

"So, Eleanor, how have you been? I've been meaning to have you over for such a long time. Fred! Take it easy on the chip dip or you'll ruin your dinner. I didn't work over a hot stove all day long to have you nibble like some bird."

"Heard from any of the gang lately? Got a card from the Martins. Yes, they're in Lauderdale again. They go every year to the same spot. What's the matter with you, Fred? You're fidgeting. Of course you have to go. It's down the hall, first door on the left. And I don't want to see a towel in the middle of the floor when you're finished."

"Did you wash your face before you came, Eleanor? I see a dark spot around your mouth. I guess it's a shadow. So, how're your children? If you ask me I think summer school is great for them. Is everybody hungry? Then, why don't we go into dinner? You all wash up and I'll take up the food. Don't tell me your hands are clean, Eleanor. I saw you playing with the dog."

"Fred, you sit over there and Eleanor you can sit with the half glass of milk. You know you're all elbows when it comes to milk. There now, your host will say grace."

"Fred, I don't see any cauliflower on your plate. Have you ever tried it? Well, try a spoonful. If you don't like it, I won't make you finish it, but if you don't try it, you can just forget dessert. And sit up straight or your spine will grow that way. Now, what were we talking about? Oh yes, the Gerbers. They sold their house. I mean they took a beating but...Eleanor, don't talk with food in your mouth. I can't understand a word you're saying. And use your napkin."

At that moment in my fantasy, my son walked into the room. "How nice of you to come," I said pleasantly.

"Now what did I do," he sighed.

From: AT WIT'S END by Erma Bombeck, as published in the Boston Globe. Copyright 1977 Field Enterprises, Inc. Courtesy of Field Newspaper Syndicate.

WHY CHILDREN ACT THE WAY THEY DO

SESSION VI: WHY CHILDREN ACT THE WAY THEY DO

WORKSHOP LEADER'S PREPARATION

Description

This session emphasizes the importance of self-concept. In addition, the nature of children's behavior is discussed in terms of the child's needs, goals and past learning experiences. This is an intentionally lecture-oriented session with a presentation of information first, followed by some discussion. Plan the time carefully so that all sections will be completed.

Objectives

1. To create an understanding of self-concept.
2. To consider ways of fostering a positive self-concept.
3. To create an understanding of behavior.
4. To define behavior specifically.
5. To provide guidelines for coping with children's unacceptable behavior.

Notes Regarding This Session

1. This session begins with feedback and scoring of the Self-Concept Inventory. Some parents may be concerned about their child's response to specific questions. They may disagree with the child's response or feel that the child did not understand the question. Be prepared to active listen with, "When he/she said ______, it really bothered you." Most children understand the questions on the inventory, but sometimes parents are not prepared for the responses they give. Stress that the inventory gives the child the opportunity to respond with his/her true feelings even though their parents may think that there is no reason for the child to feel this way. Some of the child's answers may vary from day to day according to experiences he or she has had, but for the majority of questions, the answers remain the same.

2. A presentation on the nature of behavior follows. The intent of this section is to share with parents a framework for understanding "Why Children Act The Way They Do." There are 15 transparencies used in the presentation. A positive attitude is essential in considering ways of changing behavior. Remind parents that "if you say it won't work, it won't"; that is, if parents are convinced that a solution won't work then it won't. They need to have an open, "I'll give it a try" attitude when dealing with behavior.

3. Offering information before asking parents for their ideas is strongly recommended. In this way, the workshop leader can establish a firm basis for discussing behavior in a positive

manner. In the discussion that follows, someone may suggest a method of discipline that is inappropriate or harmful to the child's health, safety or self-image. It is essential that you maintain a leadership role and state firmly that you find the method inappropriate. Do not let this type of situation go unchallenged, as some parents may think it is condoned by your lack of response. One way to respond is by asking parents what it is we are teaching when we use any specific method. It is also appropriate to say, "I personally feel that that is an inappropriate method".

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

- ☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.
- ☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.
- ☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.
- ☐ Plan the introduction, summation and transitions as needed.
- ☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.
- ☐ Review materials previously collected from parents. Check each, correct any tests and make appropriate comments.
- ☐ Prepare materials for those who missed the previous session and make arrangements to review these materials.

Prepare the following handouts and materials:

- ☐ "Who Am I?" Booklet
- ☐ "Behavior Observation Worksheet"
- ☐ "Living With Children and Maintaining Your Sanity"
- ☐ Overhead Projector/Screen/Extension Cord/Adapter
- ☐ Pencils
- ☐ Name Cards
- ☐ Transparencies #13-27

Extra copies of the following:

- ☐ Improving My Relationships
- ☐ Evaluation Form

SESSION VI - WHY CHILDREN ACT THE WAY THEY DO

WORKSHOP LEADER'S OUTLINE

I. INTRODUCTION

- A. Improving My Relationships
- B. Attendance
- C. How I Spent Time With My Child
- D. Review and Agenda

II. SELF-CONCEPT INVENTORY

- A. Feedback and Scoring
- B. The Importance of Self-Concept
- C. To Raise a Child's Self-Concept
- D. "Who Am I?" Booklet

III. WHY CHILDREN ACT THE WAY THEY DO

IV. MY CHILD'S BEHAVIOR - FEEDBACK AND DISCUSSION

- A. Defining Behavior
- B. Observing Behavior
- C. "Living With Children and Maintaining Your Sanity"

V. SUMMARY AND EVALUATION

I. INTRODUCTION

A. IMPROVING MY RELATIONSHIPS *(p. 52)*

Have each parent complete this form and keep it in his/her notebook.

Name__________________________

Session #________________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	I am doing this less	I am remaining about the same	I am doing this more
I listen to my child			
I am patient			
I act firmly and kindly			
I give in			
I encourage my child			
I threaten			
I am consistent			
I reinforce positively (praise)			
I practice mutual respect			
I communicate love			
I use logical consequences			
I take time for fun with my child			
I am aware of my child's needs			
I take advantage of teachable moments			
I find individual time with my child			
I spend time playing with/teaching my child			
I encourage my child to be self-reliant			

B. ATTENDANCE

Pass around attendance sheet. Set aside handouts for those who are not present. Distribute materials to anyone who did not attend the previous session.

C. "HOW I SPENT TIME WITH MY CHILD"

Briefly discuss and collect these forms.

D. REVIEW AND AGENDA

Using your own words, briefly review the last session and introduce this session. Space is left for your notes.

TRANSITION: "Let's begin with the self-concept inventory."

II. SELF-CONCEPT INVENTORY

A. FEEDBACK AND SCORING

Explain the scoring process, i.e., only positive responses are scored. While assisting in the scoring of this inventory, encourage discussion with:

1. *What did you learn?*

2. *How did you feel when your child said ______?*

Some parents may feel confused, angry and/or defensive. Be prepared to Active Listen:

1. *"Sounds like you feel this inventory does not reflect your child's feelings."*

2. *"When he said __________ it really bothered you!"*

Following a brief general discussion you may want to offer to individual parents the option of meeting after the session to discuss the inventory more thoroughly if they so choose.

SELF CONCEPT INVENTORY SCORING

SCHOOL			**PEER**			**FAMILY**			**GENERAL**		
	+	-		+	-		+	-		+	-
1.	Y	N	2.	Y	N	7.	N	Y	3.	N	Y
5.	Y	N	6.	Y	N	11.	N	Y	4.	Y	N
9.	Y	N	10.	Y	N	15.	N	Y	8.	N	Y
13.	N	Y	14.	N	Y	20.	Y	N	12.	Y	N
17.	N	Y	18.	Y	N	27.	Y	N	16.	N	Y
21.	N	Y	22.	N	Y	31.	N	Y	19.	N	Y
25.	Y	N	26.	Y	N	35.	N	Y	23.	Y	N
29.	Y	N	30.	N	Y	38.	Y	N	24.	Y	N
33.	N	Y	34.	N	Y	39.	Y	N	28.	N	Y
36.	Y	N	37.	N	Y	40.	Y	N	32.	Y	N
	☐			☐			☐			☐	

TRANSITION: "The Self-Concept Inventory tells us how a child feels about him/herself. Let's look at why this self-concept is so important."

B. THE IMPORTANCE OF SELF-CONCEPT

As a child grows and develops there is a crucial aspect of that development called self-concept. Everyone has a self-concept. Generally speaking, self-concept is how you feel about yourself; it is what makes you feel you can or cannot solve problems, meet people, try new things. It has to do with being loved, independent, nurtured, cared for, respected and praised. Self-concept is learned.

Early in life, parents are the first to affect the child's sense of self. Later, sisters and brothers, family members and playmates all affect this self-concept. As each person grows, a sense of self develops from continuous feedback from the world. It is influenced by every interaction and every person encountered. Because this concept is learned, it is constantly changing. It can be strengthened and weakened. It is our responsibility to acknowledge a child's efforts and abilities, no matter how small they are. Honest praise, assurance of love and constant encouragement will promote a positive self-image.

Why is a positive self-concept important?

This is an important section to elaborate and explain with personal examples relevant to the material.

1. A person's self-concept will have an effect on how well he/she will perform. Past success is motivation for future successes.

2. Self-confidence is a motivator. A confident person faces problems with an "I can do it" attitude. He/she persists and often succeeds. The person with a poor self-concept gives up without ever trying.

3. A teacher's concept of a child is largely determined by how the child feels about him/herself. So, if the child doesn't like him/herself, chances are it will be hard for others to, and so begins an endless cycle.

ANSITION: "Now that we know why a self-concept is so important, let's find out what we can do about raising a child's self-concept."

C. TO RAISE A CHILD'S SELF-CONCEPT

Ask parents for suggestions before using the transparency. Allow time to discuss each category by showing only one at a time and covering the others until you are ready to move on.

ANSPARENCY #13

TO RAISE A CHILD'S SELF-CONCEPT

- create a positive atmosphere
- be a model for good behavior
- encourage and praise good behavior
- have realistic expectations
- respect and trust your child
- assist in changing inappropriate behavior

Refer to Page 53. Allow time for parents to briefly review the ideas and make comments.

WHY IS A GOOD SELF-CONCEPT IMPORTANT?

1. A person's self-concept will have an effect on how well he or she will perform. Past success is a motivation to future success.

2. Self-confidence is a motivator. A confident person faces problems with an "I can do it" attitude. He or she persists and often succeeds. The person with a poor self-concept gives up without ever trying.

3. A teacher's concept of a child is largely determined by how the child feels about himself. So, if he doesn't like himself, chances are it will be hard for others to like him and so begins an endless cycle.

HOW CAN YOU RAISE A CHILD'S SELF-CONCEPT?

Because a self-concept is learned, it is constantly being strengthened and weakened. The following ideas are some ways in which you can help to raise your child's self-concept.

1. Create a positive atmosphere. Encourage and support your child's attempts, as well as final products.

2. Encourage and be a model for good behavior.

3. Catch your child at being good and praise him/her for it.

4. Have realistic expectations that reflect your child's abilities and uniqueness.

5. Respect and trust your child.

6. Assist your child in changing inappropriate behavior in a positive way.

TRANSITION: "Another way to learn more about your child is to be available to listen and learn more about him/her."

D. "WHO AM I?" BOOKLET

Distribute and discuss briefly.

This is a booklet for you to use with your child as a way of getting to know more about him/her. You may want to spend some time talking about some of the questions. This is a good opportunity to listen actively in order to let your child know you are interested.

WHO AM I ?

NAME ______________________________

TRANSITION: "It is our job as parents and teachers to teach children to be responsible for their feelings and behavior. In creating the atmosphere to foster a positive self-concept, we must give children real choices and let them experience the results of their decisions. We must encourage their independence and build their confidence."

"In addition, unacceptable behavior needs to be dealt with. So, how do you discipline your child without injuring his or her or your self-concept?"

III. WHY CHILDREN ACT THE WAY THEY DO

First let's consider the nature of behavior. For understanding children's behavior will help us in knowing how to deal with it.

Behavior is anything a person does, says or thinks that can be observed directly or indirectly. What we see people doing represents something they have learned.

Children's behavior doesn't just happen. They use their behavior to control and retaliate against others or to protect and excuse themselves from functioning. Children have a purpose in their behavior. Sometimes it is simply to get attention.

Let's think about children's behavior.

Show the transparency then overlay Transparency 14A, which is the lines, to demonstrate that on some days there is a lot of acceptable behavior and on other days a lot of unacceptable behavior.

TRANSPARENCIES 14 and 14A ACCEPTABLE BEHAVIOR

UNACCEPTABLE BEHAVIOR

Some behavior is acceptable on some days and unacceptable on other days. As an example, noise levels of children on one day may be o.k. with you and on another day the same noise level may not be acceptable.

Be realistic.

You can't be accepting of all behaviors. Children inevitably do things that make their parents feel exasperated, irritated, frustrated, resentful or just plain mad.

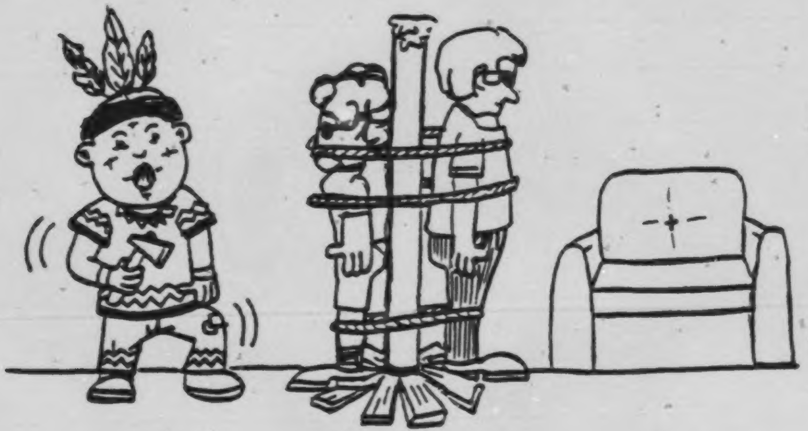
Discuss the need for an open mind and a positive attitude in considering behavior. Remind parents that if they say "It won't work" then it won't!

Keep in mind that there are no magic solutions. But by understanding the nature of the behavior, we will be able to find some ways to assist in changing it.

1. Here are 3 different types of households.

TRANSPARENCY #15A

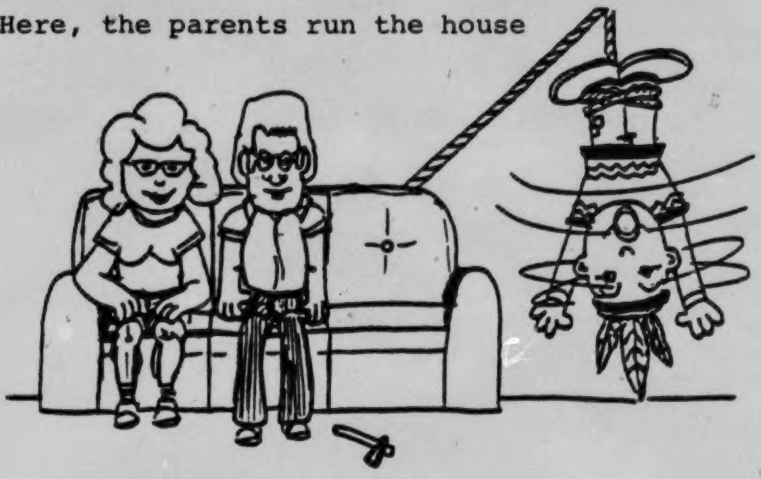
a. In the first, the child is running the house.



(If you lived in this kind of house, you probably wouldn't be here, you'd be all tied up at home!!)

TRANSPARENCY #15b

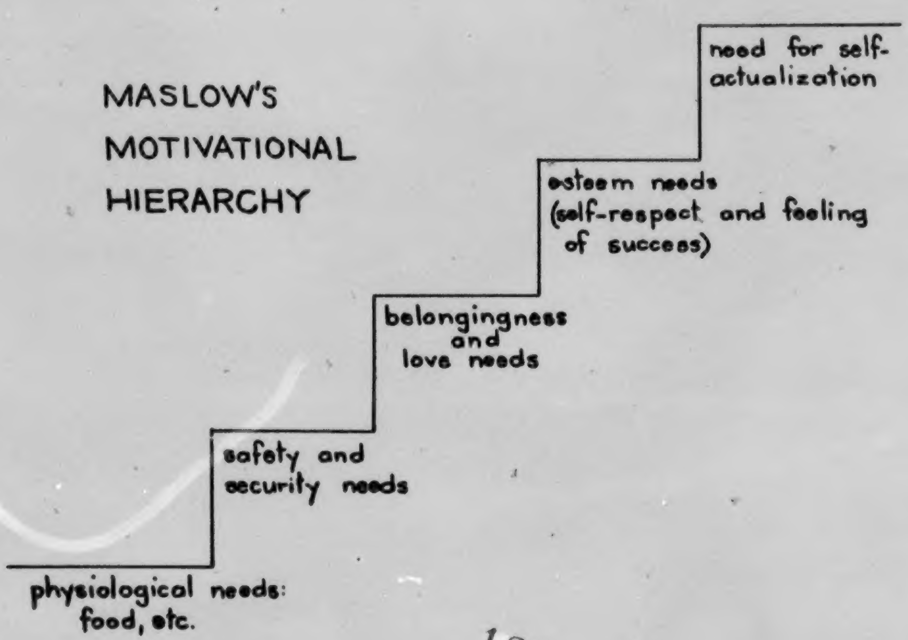
b. Here, the parents run the house



c. Or in the third kind of house, there is give and take from both parent and child.

2. People do what they do because they have needs. Children have a purpose in behaving; they are trying to meet their needs. What are these needs? A man named Abraham Maslow studied the nature of behavior, or why people do what they do, and the needs that people have, and he came up with a hierarchy of needs.

TRANSPARENCY #16


MASLOW'S MOTIVATIONAL HIERARCHY
need for self-actualization
esteem needs (self-respect and feeling of success)
belongingness and love needs
safety and security needs
physiological needs: food, etc.

3. People do what they do because they have needs and they do what they do because they have a purpose. They are trying to meet their needs.

Discuss each need and give examples.

MASLOW'S MOTIVATIONAL HIERARCHY

a. The first needs that we must fulfill are physiological, that is, for food, clothing, a place to rest and a place to live.

b. The next needs are for safety and security, that is, a place to live that is safe, free from intrusions, and disturbances. And security, that is, a steady job, an income to meet needs of food, clothing and shelter. For children, it means there is someone always available to care for them, that their belongings are always there, that there is some sort of routine in their lives.

c. We also have needs for belongingness and love, that is, that someone "cares" for us.

d. And esteem needs, that is, we have a need for self-respect and for feeling successful.

e. Finally, there is a need for self-actualization, that is, to fulfill one's individual human potential.

We don't do things for the last step, without the other needs being met. In other words, we don't do things for achieving success and self-respect or self-actualization unless our other needs such as food and clothing needs are met.

Like everyone else, children have needs and to have their needs met, they act or behave. As an example:

--to meet the needs of having food, we eat

--to meet the need for safety and security, we live in a house, work at a job, etc.

--to meet the need for love, we have friends and family with whom we develop close relationships

Simply, we do what we do to get what we need.

4. When needs are not being met, children may misbehave. Why do children misbehave? To get what? *(Allow parents to respond, then show transparency.)*

Here are some of the goals of misbehavior.

TRANSPARENCY #17

CHILDREN'S GOALS OF MISBEHAVIOR

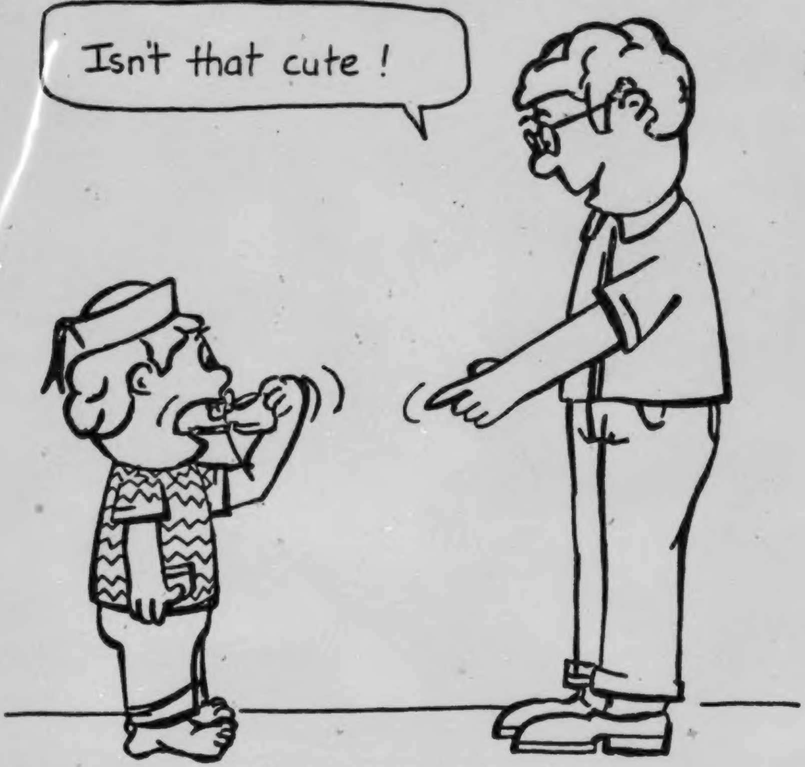
1. attention
2. power
3. revenge
4. display of inadequacy

If the child's misbehavior gets him what he wants, he continues to behave in the same way. As an example, when your child misbehaves (to get attention) and you sit down and lecture or try to discuss it with the child, the child is getting exactly what he/she wants--your attention, and thus will repeat the behavior. It may help in trying to understand that to get the attention, the child is not trying to do something to you, but rather that he/she is only trying to do something for him/herself.

5. Children do things because they have a purpose. People continue to do what they do because they are rewarded for their behavior. For example, we work and we are paid. We teach kids at an early age that certain behaviors are funny and cute and then when the child is older, suddenly the same

behavior is no longer funny and cute.

TRANSPARENCY #18


Isn't that cute !

6. When we are rewarded or reinforced for our behavior, we continue to do what we have been doing. Let's consider some reinforcers.

TRANSPARENCY #19

REINFORCERS FOR ADULTS

1. love
2. praise
3. money
4. food (out to dinner)
5. presents
6. requests for advice
7. harmony
8. self-satisfaction

Briefly discuss and give examples.

Can you think of any others? These are reinforcers for children also.

7. So when a child does misbehave, what do we do? *(Use transparency, discuss and suggest that we're not saying these are right or wrong.)*

TRANSPARENCY #20

WHEN YOUR CHILD MISBEHAVES
WHAT DO YOU DO?

- ☐ yell
- ☐ threaten
- ☐ a dirty look
- ☐ slap/punch
- ☐ spank
- ☐ lecture
- ☐ discuss problem
- ☐ send child to his room/corner (TIME OUT)
- ☐ take away T.V. (DEPRIVATION)
- ☐ express anger & give a cold shoulder
- ☐ humiliate child in sarcasm
- ☐ physically shake or hold
- ☐ ignore behavior
- ☐ other:

8. The question is not whether these actions are right or wrong, but do they work?

TRANSPARENCY #21

DOES YOUR METHOD WORK?

(Is the behavior temporarily or permanently eliminated?)

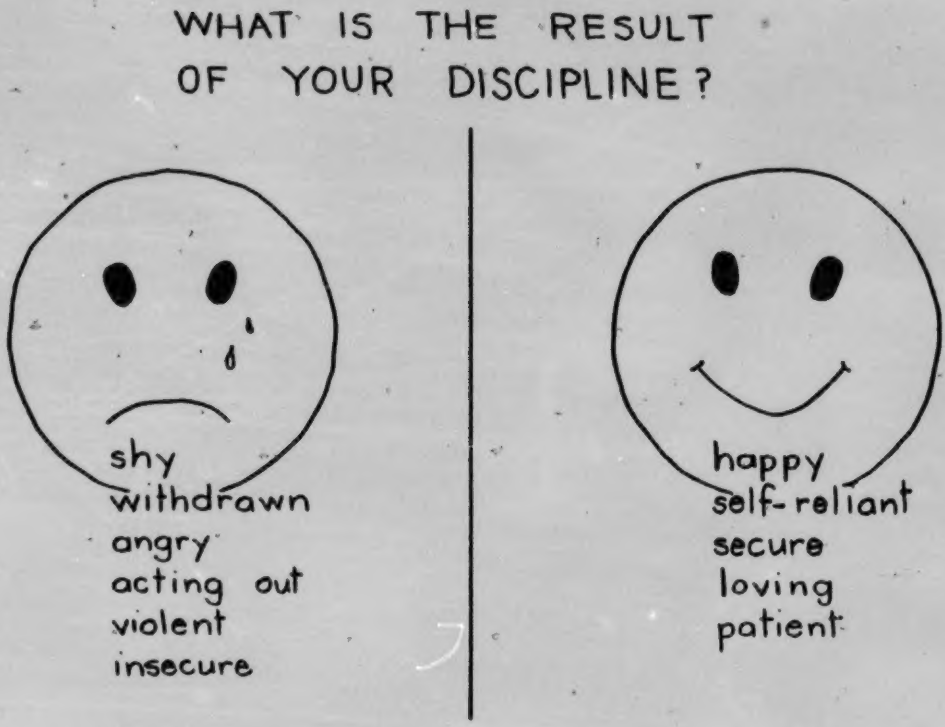
- ☐ YES -- the behavior is permanently eliminated

- ☐ NO -- the behavior is only temporarily eliminated

A lot of these methods don't work very well and if you find yourself using one of them a lot, it's probably because it is not working.

9. A second question to consider is

TRANSPARENCY #22


WHAT IS THE RESULT OF YOUR DISCIPLINE?
shy
withdrawn
angry
acting out
violent
insecure
happy
self-reliant
secure
loving
patient

In other words, what does the child learn from the method you use?

10. In addition, it is important to keep in mind the situations that strain children's behavior and our ability to cope with it effectively.

Discuss list.

TRANSPARENCY #23

SITUATIONS THAT STRAIN CHILDREN'S BEHAVIOR AND YOUR EFFECTIVENESS AS A DISCIPLINARIAN

1. Strained family relationships or lack of the ability to communicate.
2. Parental work schedule
3. Illness (physical and/or emotional)
4. Financial problems
5. Birth of a child
6. In-law interference
7. Alcohol and/or drug abuse

But we still need to cope with behavior. Keep in mind the Goals of Misbehavior. *(Refer to the goals children have, Transparency #17.)*

TRANSPARENCY #17

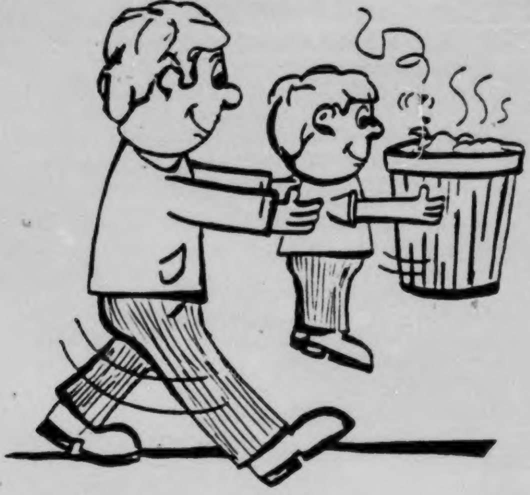
CHILDREN'S GOALS OF MISBEHAVIOR

1. attention
2. power
3. revenge
4. display of inadequacy

11. Let's consider some approaches to discipline, that is, to change behavior.

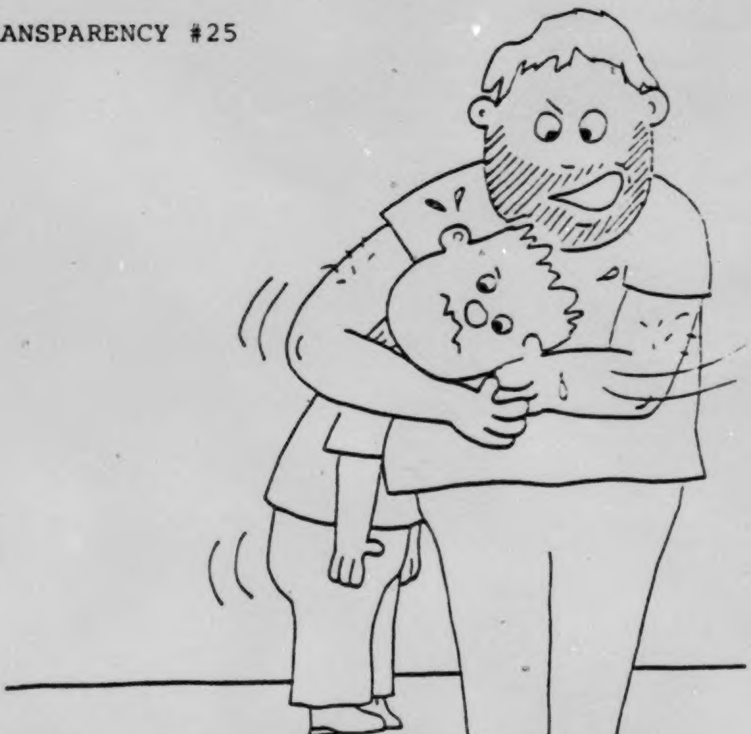
   a. A positive approach by which you teach the desired behavior and the child is happy, self-reliant, secure, patient, etc.

TRANSPARENCY #24



   b. Or, a negative approach, which teaches fear, violence, etc. As a result, the child may be shy, withdrawn, angry, insecure, etc.

TRANSPARENCY #25



In thinking about behavior, try to keep these four ideas in mind.

TRANSPARENCY #26

26

GUIDELINES for DISCIPLINE

Make sure you have all the FACTS before you decide to discipline.

THEN:

- be patient
- be realistic
- be positive
- be firm

Be patient! Changing behavior takes time. Keep in mind that in order for your child's behavior to change, your behavior must change as well. Remember that people do not do things just because they are supposed to.

Be realistic in your expectations of your child; that is, consider what is reasonable to expect of this child at this time.

Be positive in your approach -- confident that it may work if given a try.

Be firm in how and when you choose to discipline. Make sure you have all the facts before you decide to discipline and then be sure to follow through.

TRANSITION: "Having discussed why children act the way they do, let's consider your child's behavior, what you like and dislike."

VI. MY CHILD'S BEHAVIOR - FEEDBACK AND DISCUSSION

Refer parents to p. 54.

Think about your child's behavior; make a list of what your child does that you like and what he/she does that you dislike. As an example, "I like the way he hugs me in the morning" or "I don't like the fact that she hits her younger brother."

MY CHILD'S BEHAVIOR

Behavior is anything a person does, says or thinks that can be observed directly or indirectly.

Things About My Child That I Like	Things About My Child That I Dislike

Allow parents time to complete this form. Follow with a discussion. Ask leading questions such as, "Was this easy to do?", "Did you find it easier to fill out one side more than the other?", "Do you think your child knows what you like and what you dislike?", etc.

It is important when considering behavior, to remember the positive behaviors, what your child does well and to praise him/her for these positive behaviors. Praise is a motivator for good behavior. But you may be asking yourself, "What about my child's misbehavior? How can I discipline my child effectively without destroying his or her self-image?". *(Refer to "My Child's Behavior".)* Consider the behaviors you dislike Choose one that occurs frequently or that you are most concerned about and place a star (*) next to it.

TRANSITION: "In order to discipline, that is, to change behavior, we need to define it as specifically as possible so that we know and the child knows exactly what we are changing. For example, to say that a child is aggressive may mean lots of different things to different people. How do you define "aggressive"? *(Allow parents to respond.)* Notice the different definitions we each have."

A. DEFINING BEHAVIOR

Cover the right side. Discuss each general behavior, having parents define it and note how many different definitions there can be for each. Then show the specific behavior on the right side. Assist parents in making the behavior they have selected to change as specific as possible.

TRANSPARENCY #27

GENERAL BEHAVIORS	SPECIFIC BEHAVIORS
Aggressive	-Hits brother
Lazy	-Will not get up until called at least 6 times
Hyperactive	-Jumps on furniture
Spoiled	- Expects to get something when at the supermarket
Sassy	- Yells at mother when told to go to bed

Refer to p. 55. Allow a few minutes for parents to jot down the specific behavior they would like to change.

BEHAVIOR

Behavior is anything a person does, says, or thinks that can be observed directly or indirectly. Behavior only becomes a problem when it interferes with you, and then it is called misbehavior. By changing the way we behave towards a person, we can change that person's behavior.

Please write down a behavior that you would like to change in your child. Make it specific and something that occurs frequently.

B. OBSERVING BEHAVIOR

In order to change behavior it is important to know when and how frequently the problem behavior occurs.

Distribute "Behavior Observation Worksheet" and "Daily Log". Discuss the directions and answer questions. Parents should observe the behavior they wish to change and complete the worksheet for the next session.

BEHAVIOR OBSERVATION WORKSHEET

A. Problem Behavior

Problem Behavior	**What you would like the behavior to be**
Example: Hits brother	**Spends time with brother without hitting**
1.	
2.	
3.	
4.	
5.	

B. Which problem behavior you will begin with:

1. State very specifically

2. What would you like the behavior to be:

C. Observation (complete Daily Log and then complete this section)

1. Approximately how often does the problem behavior occur?

___times/per hour

___times/per day

___times/per week

2. What frequency of the problem behavior would be acceptable?

___times/per hour

___times/per day

___times/per week

DAILY LOG

Describe the specific misbehavior you desire to change: ______________________

____

Directions: Using this log, keep a daily record of how often and when the misbehavior occurs.

Example Misbehavior: Susie fighting with younger brother

EXAMPLE

DATE	HOW OFTEN DID THE MISBEHAVIOR OCCUR	WHEN/CIRCUMSTANCES	WHAT DID YOU DO ABOUT IT?
9/3	~~||||~~ 1	Whenever the sister and brother were alone together	Separated, yelled

DATE	HOW OFTEN DID THE MISBEHAVIOR OCCUR	WHEN/CIRCUMSTANCES	WHAT DID YOU DO ABOUT IT?

C. "LIVING WITH CHILDREN AND MAINTAINING YOUR SANITY"

Here are some helpful hints for living with children and maintaining your sanity. Some prevent the situation in which misbehavior is likely to occur while others may be useful when you are already in a problem situation. In the next session we will consider some specific techniques for changing children's behavior.

Distribute handout and discuss briefly.

LIVING WITH CHILDREN AND MAINTAINING YOUR SANITY!

- FIND TIME FOR YOURSELF
- SET AN EXAMPLE
- TAKE THE TIME TO TEACH
- OFFER CHILDREN CHOICES
- ALLOW CHILDREN TO BE RESPONSIBLE FOR THEIR ACTIONS
- ENCOURAGE INDEPENDENCE
- LISTEN AND SHOW YOU UNDERSTAND
- ANTICIPATE SITUATIONS IN WHICH PROBLEMS MAY ARISE
- PRAISE YOUR CHILDREN'S EFFORTS AND ACCOMPLISHMENTS
- PREPARE CHILDREN FOR CHANGE
- CHANGE THE ENVIRONMENT TO OVERCOME PROBLEM-CAUSING ENVIRONMENTS
- EXPRESS YOUR FEELINGS
- PAUSE....BEFORE YOU ACT
- FOLLOW-THROUGH ON WHAT YOU SAY
- HOLD REGULAR FAMILY MEETINGS
- HAVE FUN TOGETHER

VII. SUMMATION AND EVALUATION

Answer any questions relative to the material in this session. Using your own words, briefly summarize this session and mention the topics for the next session. Have each parent complete the evaluation form and collect it.

Name ____________________________

Session # ______________________

EVALUATION

Indicate your reaction to the following by checking the appropriate box.

1. Overall, I consider this session:

☐ **Excellent** ☐ **Good** ☐ **Poor**

2. My attendance at this session should prove:

☐ **Beneficial** ☐ **I'm not sure** ☐ **No benefit**

3. What do you believe were the most useful ideas presented/discussed in this session? (Please explain.)

4. Comments:

WHAT TO DO WHEN CHILDREN ACT THE WAY THEY DO

SESSION VII: WHAT TO DO WHEN CHILDREN ACT THE WAY THEY DO

WORKSHOP LEADER'S PREPARATION

Description

This session reviews the basic principles of behavior. Parents then choose one unacceptable behavior and explore solutions for changing this behavior. Remind parents of the ground rules for discussing behavior, that is, to maintain an open mind and a positive attitude. Following small group discussion, three alternatives are presented for coping with misbehavior.

Objectives

1. To define behavior specifically.
2. To consider a systematic approach to changing behavior.
3. To provide three methods for changing behavior.

Notes Regarding This Session

1. Plan time carefully so that all sections can be completed with enough time for discussion and questions.

2. This session begins with a small group discussion which allows time for parents to share their solutions to their specific problem. (See Section III.) During this 20-30 minute discussion, the workshop leader should circulate among the groups to keep everyone on the task and to reinforce the positive suggestions in each group.

3. In this discussion someone may suggest a way of dealing with behavior that is inappropriate or harmful to the child's health, safety or self-image. It is important to maintain a sense of leadership and state firmly that you find the method inappropriate. Do not let this type of situation go unchallenged as some parents may think it is condoned by your lack of response. One way of responding is by asking parents what it is that we are teaching when we use any specific method. It is also appropriate to say, "I personally feel that that method is inappropriate".

4. Three specific techniques for changing behavior are introduced. It is strongly recommended that the workshop leader be very familiar with these. Parents may already be aware of some of them and have specific questions regarding their use in changing behavior. See the Workshop Leader's Handbook for recommended readings in these areas. Be sure to read the handouts carefully and anticipate questions.

5. Parents may want some assistance in selecting an appropriate method for changing the behavior they have selected as needing change. Remind them that no one method will work for every problem and some methods are more appropriate than others for certain problems. In addition, the method the parent is least willing to try is probably not going to work. Encourage parents to choose one method and try it for a week.

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.

☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.

☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.

☐ Plan the introduction, summation and transitions as needed.

☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.

☐ Review materials previously collected from parents. Check each and make appropriate comments.

☐ Prepare materials for those who missed the previous session and make arrangements to review these materials.

Prepare the following handouts and materials:

- ☐ "Problem Solving" Package
- ☐ "Natural and Logical Consequences" Package
- ☐ "Using a Contract" Package
- ☐ Name Cards
- ☐ Transparencies #28-32
- ☐ Overhead Projector/Screen/Extension Cord/Adapter
- ☐ Easel, Chart Paper and Markers or Chalkboard and Chalk
- ☐ Pencils

Extra copies of the following:

- ☐ Improving My Relationships
- ☐ Evaluation Form

SESSION VII - WHAT TO DO WHEN CHILDREN ACT THE WAY THEY DO

WORKSHOP LEADER'S OUTLINE

I. INTRODUCTION

- A. Improving My Relationships
- B. Attendance
- C. How I Spent Time With My Child
- D. Review and Agenda

II. REVIEW OF BEHAVIOR PRINCIPLES

III. SMALL GROUP DISCUSSION ON CHANGING BEHAVIOR

IV. THREE TECHNIQUES FOR SOLVING BEHAVIOR PROBLEMS

- A. Problem Solving
- B. Natural and Logical Consequences
- C. Contracting

V. HOMEWORK

VI. SUMMARY AND EVALUATION

I. INTRODUCTION

A. IMPROVING MY RELATIONSHIPS *(refer to p. 57)*

Have parents complete this form and keep it in their notebooks.

Name__________________________

Session #______________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	I am doing this less	I am remaining about the same	I am doing this more
I listen to my child			
I am patient			
I act firmly and kindly			
I give in			
I encourage my child			
I threaten			
I am consistent			
I reinforce positively (praise)			
I practice mutual respect			
I communicate love			
I use logical consequences			
I take time for fun with my child			
I am aware of my child's needs			
I take advantage of teachable moments			
I find individual time with my child			
I spend time playing with/ teaching my child			
I encourage my child to be self-reliant			

B. ATTENDANCE

Circulate attendance sheet. Set aside handouts for those who are not present. Distribute handouts to anyone who did not attend the previous session.

C. HOW I SPENT TIME WITH MY CHILD

Briefly discuss and collect these forms.

D. REVIEW AND AGENDA

Using your own words, briefly review the last session and introduce this session. Space is left for your notes.

TRANSITION: "In the last session, we talked about why children act the way they do."

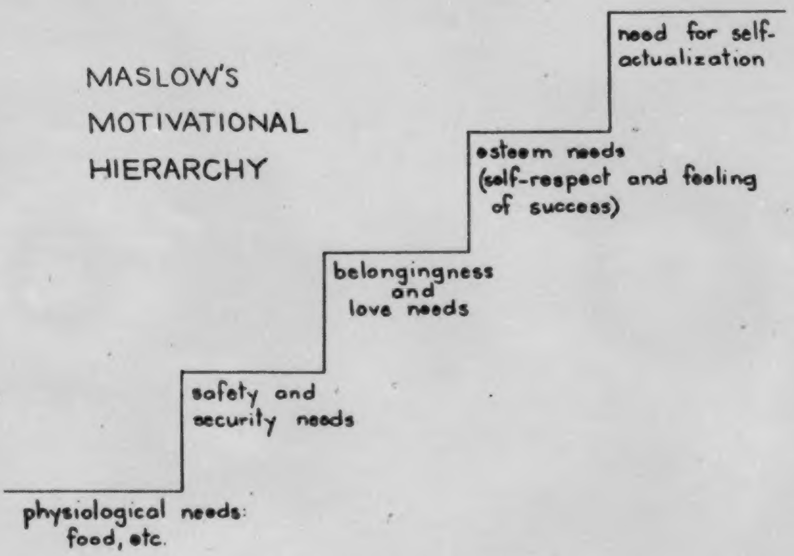
II. REVIEW OF BEHAVIOR PRINCIPLES

Briefly review the behavior principles discussed in Session VI.

We found that people do what they do because they have needs; for instance, for food, shelter, safety and self-esteem.

Refer to Maslow's Motivational Hierarchy of Needs.

TRANSPARENCY #28


MASLOW'S MOTIVATIONAL HIERARCHY
need for self-actualization
esteem needs (self-respect and feeling of success)
belongingness and love needs
safety and security needs
physiological needs: food, etc.

We also discussed how we are reinforced or rewarded for our behavior, for example, we work and we are paid for it, and, therefore, we continue to do work.

Then we discussed goals that children have when they misbehave, such as, attention, power, revenge and display of inadequacy.

We also looked at what we do when children misbehave--yell, threaten, "clobber"--and whether or not these methods work. That is, does the behavior stop, change or perhaps repeat, as the child is actually getting what he/she wants; for example, attention, revenge, etc.

Lastly, we tried to define as specifically as possible the behavior in our child that we want to change. *(Review briefly.)*

In this session we will further discuss additional techniques that you can use when children misbehave.

TRANSITION: "All of you bring ideas about solving problems which have worked for you. Let's take some time to share some of these ideas."

III. SMALL GROUP DISCUSSION ON CHANGING BEHAVIOR

Divide parents into small groups to share their ideas for solving behavior problems. Groups can be formed arbitrarily or according to those with similar behavior problems. This time is set aside for an informal sharing of ideas. Direct each small group to select a chairperson for leading the discussion. The homework assignment entitled "Behavior Observation Worksheet" may provide a good starting point for discussion. Each group then lists all the positive solutions for each behavior problem. Remind everyone that "If you say it won't work, then it won't." Circulate among the groups to keep everyone on the task and to reinforce positive suggestions. Following this thirty-minute sharing time, parents return to the large group to report their group's solutions to specific behaviors.

TRANSITION: "Having defined behavior in specific terms and having discussed some solutions for coping with behavior, let's now consider three systematic ways for changing behavior. Following this discussion, you will select one of these ways to use for changing the behavior you've defined."

143

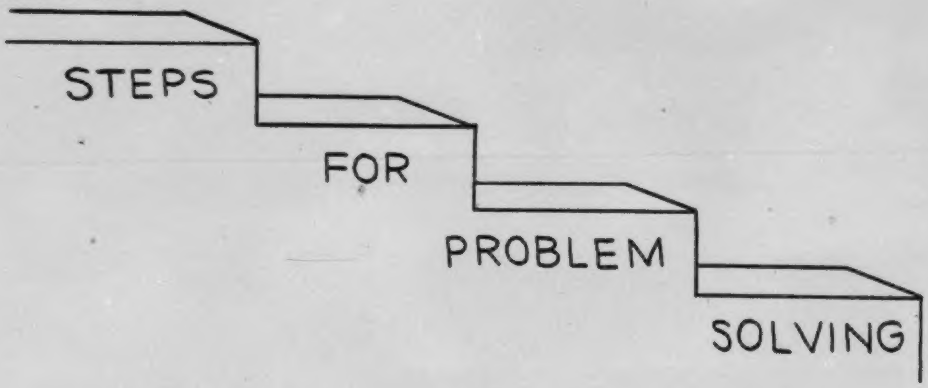
IV. THREE TECHNIQUES FOR SOLVING BEHAVIOR PROBLEMS

A. PROBLEM SOLVING

One method of solving problem behavior is by problem solving. Problem solving involves a recognition of each person's needs, an exploration of possible solutions and an agreement on solutions that meet the needs of both members.

Show one step at a time and use the explanation and examples below. Expand discussion where needed.

TRANSPARENCY #29



1. Define the problem
2. Identify needs of both parent & child.
3. List all solutions.
4. Evaluate the list.
5. Choose a solution.
6. Determine HOW to use the solution to solve the problem.
7. Evaluate the solution.

Steps to follow with your child:

1. Define the problem with your child, for example, "We have a problem; you do not get up on time to be ready for the school bus. I have to call you 5 or 6 times." Active listen, that is, try to understand how your child feels about the situation. Let your child know you understand; for example, your child may say, "But I never have enough time." To show your child you understand his/her feelings, you might say, "You feel rushed and that you don't have enough

time in the morning to get ready." Through Active Listening you will discover your child's needs.

2. Make a list of the needs you and your child have. Don't evaluate the needs or talk about solutions yet. Read over the list to be sure both of you have all your needs listed. For example, your needs are to get the entire family ready at the same time, to have the child go on the bus because you have no transportation, and you may need to feel that the child is obedient. The child may need a long time to wake up, may need attention or to feel independent.

3. List all positive solutions, making sure there is no evaluation of the ideas yet. For example:

   a. Get an alarm clock

   b. Have someone else call the child

   c. Say that you will call the child only one time and the child must face the consequences

   d. Give the child a reward for getting up on time

   e. Have the child go to bed earlier

4. Evaluate and decide on solution(s). Cross out solutions that interfere with the needs of you or your child. If new needs or solutions come up, add them to the list.

5. Choose a solution or combination of solutions that is acceptable to both of you. For example, using an alarm clock and letting the child face the consequences of not being ready on time.

6. Determine how to use the solution to solve the problem. Decide who will do what and when the solution will be implemented. For example,

   a. Parent will buy an alarm clock

   b. Parent will show the child how to use it

   c. The child will practice a few times on a Saturday or Sunday

   d. Parent agrees with child that he/she will not be calling him or her

   e. If the child doesn't get ready on time, he or she will experience the consequence of being late, e.g., if reasonable, walking to school, arriving late for school, or simply not going.

7. Evaluate the solution. As you are using a solution consider how it is working and make adjustments as needed. Use the solution for at least one week, then meet again to evaluate how the solution is working. If it is not working, try to understand why and perhaps reconsider the original list of solutions and select another.

   Here are some helpful hints for problem solving.

   a. When defining the problem, use active listening to understand how your child feels about the problem. By doing so, you will be able to identify your child's needs as well as your own.

   b. Keep a written list of the solutions. If the first solution doesn't work, refer to the list for another.

   c. While brainstorming solutions, encourage ideas from your child. Participating in this process and in the selection of a solution engages the child's interest and cooperation in solving the problem.

   Encourage discussion and questions. Distribute handouts. Refer parents to the books by T. Gordon, see bibliography, p. 62.

B. NATURAL AND LOGICAL CONSEQUENCES

Another method for solving problem behaviors is called natural and logical consequences. This method holds the child responsible for his or her behavior. The child is given an opportunity to make a choice and to experience the results of his or her decision. This method allows the child to learn from the natural or social order of events. NOTE: This method is not appropriate to use in situations when you cannot accept the child's decision; that is, when you have decided on the behavior the child must exhibit. In these kinds of situations other techniques, such as problem solving, contracting or the use of informal reinforcement would be more appropriate.

Show one step at a time and use the explanation and examples below. Expand discussion when needed.

TRANSPARENCY #30

STEPS for using NATURAL and LOGICAL consequences

1. Build a relationship through respect and encouragement.
2. Define the problem.
3. Provide a choice that has a natural or logical consequence.
4. Allow the consequence to occur.
5. Be both kind in your tone of voice and firm in the follow through.
6. Later, give the child another opportunity to choose.

Steps to follow with your child:

1. Build a relationship with your child through mutual respect and encouragement.

2. Define the problem with your child; for example, "You are usually late for dinner; it makes us all wait and I have to do extra work to keep the food warm." In this situation, the problem is not what it appears to be, that the child is late for dinner. The real issue is that the parent has to do extra work. If the parent considers the problem to be that the child is late, another method would be more appropriate to solve this problem.

3. Provide a choice that has a natural or logical consequence. Be sure to give choices that are acceptable to you and will also eliminate the problem. Certainly a choice that endangers the child's health, safety or self-image is not acceptable. In this case, the choice is to come on time when the food is warm or to be late and have cold food. The problem of the parent doing extra work would therefore be eliminated by not having to reheat the food.

4. Give the child an opportunity to choose. Show an "open" attitude in accepting the child's decision and allowing the natural or logical consequence to occur. For example, dinner is served on time; if the child chooses to be late the food is served as is, no attempt is made to warm the food. NOTE: If you are not willing to accept the child's decision to be late, this technique is not appropriate to use.

5. Be both kind in your tone of voice and firm in the follow-through. For example, "I see you have chosen to come late. Dinner is served." Be sure to follow through with the consequence; that is, the food is left as is. Keep in mind that it is not a punishment, rather a logical consequence by which the child learns to make his or her own responsible decisions. No further action or discussion is needed.

6. Later, offer the child the same choice. In this case, before the next meal, tell the child he/she has a choice--come to dinner on time or come when the food is cold. Follow through with the appropriate consequences.

After using this method for awhile, evaluate how it is working. For the consequence to be effective, the child must see it as logical. Here are some helpful hints to keep in mind.

Keep in mind that

1. The purpose of using natural and logical consequences is to motivate children to make responsible decisions, not to force their submission. Therefore, your action is not a punishment but an expression of logical consequences. For example, the child having cold food for dinner is the logical consequence.

2. For this method to be effective, the child must see the relationship between the choice and the consequence. That is, it is logical that the food is cold. It is not logical that he/she is also punished with no television.

3. Show an "open" attitude, that is, give the child a choice and accept his/her decision. Be sure to give choices that are acceptable to you.

Encourage discussion and answer any questions. Distribute copies of the handout. Refer parents to books authored by Rudolf Dreikurs for further information. See bibliography on p. 62.

C. CONTRACTING

This technique has extensive directions requiring careful explanation. A detailed worksheet is included for parents to use to determine the specific behavior they would like to change. In addition, a "Star Chart Contract" and the "Time Out" method are discussed as part of this technique.

NOTE: Some parents may be concerned that this technique is a form of bribery. A distinction can be made by definition, that is, a bribe is any valuable consideration given for corrupt behavior. A positive reinforcement or reward is given for "good" behavior. If a parent strongly disagrees with the concept of rewarding behavior, it is recommended that he or she choose another method to change behavior.

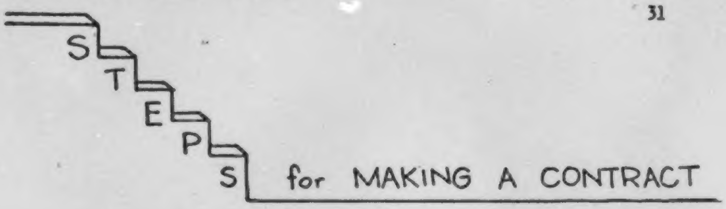
A contract is an agreement between two or more parties for the doing or not doing of some specific activity. For example, an employment contract is an agreement between an employer and an employee which involves pay for work done.

A contract can also be made between a parent and child. For example, the child agrees to get ready for school on time and the parent agrees to give the child a star to place on a chart.

The basic premise of using contracting effectively (sometimes referred to as Contingency Contracting) is to design the terms of the agreement to shape the behavior of the child. In other words, the parent must design the contract so that the child receives approval (stars, praise, etc.) or disapproval (withholding of rewards, time out, etc.) contingent upon appropriate or inappropriate behavior.

31

TRANSPARENCY #31



STEPS for MAKING A CONTRACT

1 Define the specific behavior you wish to change.

2 Consider how often the behavior occurs.

3 Get together with your child to discuss what the agreement will be.

4 Decide on the terms of the agreement.

5 Write and sign the agreement.

6 Post the contract where it can be seen.

7 Modify the contract. END the contract.

Steps to follow with your child:

1. Define the specific problem behavior you want to change, such as, She hits her brother. Then consider how you would like the behavior to be, such as, When she is with her brother, she does not hit him.

2. Consider how often the problem behavior occurs. Refer to the "Behavior Observation Worksheet" to determine the frequency of this problem behavior. Again, decide what your goal is. In this example let's say that she hits her brother 10 times a day and you've decided the target will be 1 or 2 times a day.

3. Get together with your child to discuss what the agreement will be. For example, the child agrees to not hit her brother and you agree to give her praise and a star for every hour that she does not hit her brother.

4. Decide what the terms of the agreement will be

   a. Using a "Star Chart" Contract

      (1) Tape a "Star Chart" to the refrigerator door. Buy a box of colored stars. (Drawing stars is certainly an inexpensive option.)

STAR CHART

Name____________________ Date____________________

A Star means____________________________________

S	M	T	W	T	F	S

How often did the inappropriate behavior occur?

(2) Say to your child, "You do many things that I appreciate, but there is a problem that bothers me. Most of the time you forget and (problem behavior). I have an idea how I can help you remember. See the chart on the refrigerator. Each time you remember (appropriate behavior) I will put a star on the chart. (With many children, simply receiving stars on a chart is enough of a reward. However, some children may be more strongly motivated by an additional reward.) When you have earned ___ stars, you will get a special reward. Every time you forget and (problem behavior), I am going to put a mark in this box. Let's think of a special reward that you would like and something that would be fair for me to give."

(3) Together with your child, brainstorm and select a reward. Make sure the reward is fair for you to give and something the child wants. Don't hesitate to say, "I do not feel that would be fair for me to give, how about __________." Suggestions for rewards: extra time reading to your child, time doing something of your child's choice, pennies, M&Ms, cookies, Cheerios, etc. "O.K., we have agreed, whenever you remember to (appropriate behavior), you will get a star and when you have ___stars you will get a special reward. Every time you forget to (appropriate behavior), I am going to put a mark in this box. How many stars do you think you will get today?"

(4) Each time your child exhibits the appropriate behavior, give him/her a star immediately. Show your child your enthusiasm: "That's super! You did ____________________. Should I put up the star or would you like to?"

(5) You have an idea of how many times a day your child will exhibit the appropriate behavior from your previous observations. If he/she exhibits the appropriate behavior 4 times a day, on the average, set a goal of 4 stars that must be earned on the first day to get the reward. After a few days, set the goal of 5 and so on. You should start where your child can find success and gradually make it a little bit harder to earn a reward.

(6) In some situations you may want to strengthen your contracting technique by providing for a negative consequence that follows when the child does not exhibit the appropriate behavior. In these situations we recommend the Time Out method but only when it is used appropriately and in conjunction with positive reinforcement.

b. Time Out

Positive reinforcement and problem solving are the best ways of changing inappropriate behavior. However, change is sometimes too slow. There are some behaviors that are intolerable and require immediate change; for example, hitting the baby or playing in the street. In these situations, punishment (negative reinforcement) in conjunction with positive reinforcement will produce rapid change in the intolerable behavior. Although there are many forms of punishment, Time Out (TO) is the only one that does not attack the child's physical well-being or self-esteem.

How To Use Time Out

(1) Follow the procedures for Contracting and/or for "Star Chart" Contracting.

(2) Explain to your child that each time she exhibits the inappropriate behavior (hitting her younger brother) that she will have "5 minutes of Time Out." That means, "You will have to sit in this chair for 5 minutes without Mommy/Daddy talking to you. I will set this timer for 5 minutes. When it rings, you can get off the chair."

Variations: Some parents prefer sending the child to his room or the bathroom. This is acceptable as long as the child is not allowed to play (must stay on the bed) or to endanger himself. The method of timing and the amount of time required in TO are also flexible. Most parents will find that 5 minutes of TO is more than enough. Thirty minutes of TO is bordering on abuse of this method.

Here's How Time Out Works

(1) Time Out means 5 minutes sitting on a chair without any attention.

(2) Your child is sent to Time Out each time he exhibits the inappropriate behavior. Don't argue or nag. If he does not comply, he is

reminded that he must spend an extra minute for not going alone.

(3) The timer is set.

(4) Nobody talks to the child or gives any attention (including eye contact) while in TO under any circumstances. If your child gets out of the chair it is permissable to "hold him in" but doing so without any eye contact, words, etc. Do not respond to his/her crying, questions ("Is it time yet?") etc. Time Out is effective only if the child does not get any attention.

(5) If your child is noisy when the timer rings, reset the timer for an additional minute and he stays in Time Out.

(6) If you use the bedroom or bathroom as a Time Out location, your child should clean up any mess he makes while in TO.

Your ability to be consistent will determine the success of Time Out. If your child exhibits appropriate behavior, you reward him. If he exhibits inappropriate behavior you follow through with Time Out. Remember TO is punishment, so before you use TO make sure it's worth your effort. Perhaps positive reinforcement (praise, stars) will work by itself without the need for TO.

5, 6. Write and sign the agreement. Then post it where it can be seen. Such as,

CONTRACT

I, ______________________, agree to ___________________

______________________. If I keep this agreement, I

will receive ______________________________________.

If I do not keep this agreement, I will not receive the reward.

Child's name______________________

Parent's name______________________

7. Modify the contract when your child has reached the target goal. That is, when Susie hits 1-2 times a day, the contract could change, such as, "You are doing a terrific job with the contract. Now I will give you a star for every morning, afternoon or evening that you do not hit your brother." Be sure to praise your child's efforts to reach the target goal.

   End the contract when the child's behavior has reached an acceptable level and he/she agrees that he/she does not need it.

Here are some helpful hints to keep in mind:

1. Be realistic and specific in choosing the behavior you want to change.

2. The terms of the contract must be agreed upon by both parent and child.

3. The reward should be agreed upon--it should be something the child wants and the parent feels is reasonable to give.

4. The reward or result of the contract occurs only if the child behaves according to the contract. (In the above example, this means that the child receives a star only if she doesn't hit her brother.)

5. The reward is most effective if received immediately.

6. Praise your child's efforts.

7. Be patient--changing behavior takes time!

Encourage discussion and answer questions. Distribute the handout. For further information note the books on this handout. Refer parents to p. 9 of the handout and discuss the worksheet using an example (see following page).

V. HOMEWORK

Assist parents in selecting one of the 3 techniques that is appropriate for changing the specific problem behavior they have defined. Parents can be expected to strongly prefer one or two of the three techniques. Direct parents to read the information carefully and follow the steps with their child for an entire week. The enclosed worksheet should be completed for the next session. Encourage parents to ask any questions they may have.

VI. SUMMARY AND EVALUATION

In changing behavior, we are trying to build a good relationship with our child, promote a positive self-image and teach the child how to behave appropriately. So, in evaluating the method we use to change behavior we must ask ourselves,

TRANSPARENCY #32

32

When your child misbehaves . . .

What technique will you use ? ____________

What will your child learn ? ____________

Answer any questions relative to the material in this session. Briefly summarize and mention the topics for the next session.

Have each parent complete this form (refer to p. 61 in Parent Notebooks) and collect it.

Name __________________________

Session # _______________________

EVALUATION

Indicate your reaction to the following by checking the appropriate box.

1. **Overall, I consider this session:**

   ☐ Excellent ☐ Good ☐ Poor

2. **My attendance at this session should prove:**

   ☐ Beneficial ☐ I'm not sure ☐ No benefit

3. **What do you believe were the most useful ideas presented/discussed in this session? (Please explain.)**

4. **Comments:**

PARENTS DO MAKE AN

IMPACT !

SESSION VIII: PARENTS DO MAKE AN IMPACT

WORKSHOP LEADER'S PREPARATION

Description

This session continues with small group discussion on behavior and discipline. Parents describe the behavior technique they chose in the last session and discuss how it worked to change their child's behavior. The IMPACT Parent Program is summarized and parents complete a final evaluation. At the end of this session, parents receive a Project IMPACT certificate.

Objectives

1. To evaluate techniques for changing behavior.

2. To summarize and conclude the IMPACT Parent Program.

Notes Regarding This Session:

1. Check attendance sheets and prepare enough certificates (see Workshop Leader's Parent Notebook) for those parents who have attended 6 out of 8 sessions. Plan to give separate copies to each spouse.

2. In this session, parents will have an opportunity to discuss and evaluate the behavior techniques they chose in the last session. Circulate among the groups as they discuss what happened.

3. Following this small group discussion, parents will have the opportunity to use the behavior techniques discussed in the previous session, to solve some common problems. Eight problems are listed so that the workshop leader can assign one to each small group. Each group will need to choose a chairperson and a recorder. The first task is to define the problem. Specific details can be assumed by the group arbitrarily. (The purpose is to solve the problem by using one of the behavior techniques previously discussed.) Plan to circulate among the groups to facilitate this process.

4. As this is the final session, plan to give parents time to express their thoughts about the program and the changes they have made in relation to their kindergarten child.

PREPARATION CHECKLIST

When the following items are checked, you will be well-prepared for presenting this session.

☐ Review the General Guidelines for Presentation of the IMPACT Parent Program, pages 1 and 2.

☐ Read the lecture material and handouts carefully. Anticipate questions that parents may have. Be sure that you are completely familiar with the information and concepts to be presented.

☐ Prepare stories and examples from your own experiences to illustrate the material when appropriate.

☐ Plan the introduction, summation and transitions as needed.

☐ Determine the amount of time that should be spent on each section of the outline. If you are co-leading, decide who will be responsible for which part of the session.

☐ Review materials and tests previously collected from the parents. Check each and make appropriate comments.

☐ Prepare materials for those who missed the previous session and make arrangements with each to review these materials.

Prepare the following handouts and materials:

- ☐ "Problem Solving" Package
- ☐ "Natural and Logical Consequences" Package
- ☐ "Using a Contract" Package
- ☐ Transparencies #33-34
- ☐ Overhead Projector/Screen/ Extension Cord/Adapter
- ☐ "Exploring, Experimenting and Experiencing" Activities Booklet
- ☐ Pencils
- ☐ Name Cards
- ☐ Project IMPACT Certificates

Extra copies of the following:

- ☐ Improving My Relationships
- ☐ Final Evaluation

159

SESSION VIII - PARENTS DO MAKE AN IMPACT

WORKSHOP LEADER'S OUTLINE

I. INTRODUCTION

   A. Improving My Relationships
   B. Attendance
   C. How I Spent Time With My Child
   D. Review and Agenda

II. SMALL GROUP DISCUSSION ON BEHAVIOR

III. COMMON PROBLEMS

IV. BEHAVIOR SUMMARY

V. FINAL EVALUATION

VI. PARENTS DO MAKE AN IMPACT

   A. "With Crops and Children You Can't Rush The Seasons"
   B. Project IMPACT Certificates
   C. "Exploring, Experimenting and Experiencing"

I. INTRODUCTION

A. IMPROVING MY RELATIONSHIPS *(page 64)*

Have parents complete this form and compare it with the form completed in Session I. Encourage parents to discuss changes they have made.

Name ____________________________

Session # ______________________

IMPROVING MY RELATIONSHIPS

Check (✓) the appropriate column to indicate your behavior with your child.

	Always	Usually	Sometimes	Rarely	Never
I listen to my child					
I am patient					
I act firmly and kindly					
I give in					
I encourage my child					
I threaten					
I am consistent					
I reinforce positively (praise)					
I practice mutual respect					
I communicate love					
I use logical consequences					
I take time for fun with my child					
I am aware of my child's needs					
I take advantage of teachable moments					
I find individual time with my child					
I spend time playing with/ teaching my child					
I encourage my child to be self-reliant					

B. ATTENDANCE

Note who is present and set aside handouts for those who are not. Distribute materials to anyone who did not attend the previous session.

C. "HOW I SPENT TIME WITH MY CHILD"

Briefly discuss these forms.

D. REVIEW AND AGENDA

Using your own words, briefly review the last session and introduce this session. Space is left for your notes.

II. SMALL GROUP DISCUSSION ON BEHAVIOR

Allow *one-half hour* *for small group discussion on the behavior technique that parents chose in the last session--Problem Solving, Logical and Natural Consequences and Contracting. Have parents return to the group they were in during the last session. Each parent can describe what happened with the behavior technique he/she used, how it worked or didn't work and why. Collect the worksheets completed by each parent. Have parents return to the large group to share their discussion.*

Name______________________

LOGICAL CONSEQUENCES WORKSHEET

Respond to each statement specifically.

1. What is the problem situation or behavior to change?

2. What choice will you suggest to your child before the situation occurs?

3. When the situation occurs, repeat the choice. What did the child choose?

4. Follow through with the consequence. Describe what happened.

5. When the problem situation occurs again, repeat the choice. Allow the child to choose and follow through with the natural or logical result of his/her decision.

6. Has the problem situation been resolved?

7. What has your child learned by your use of this method?

TRANSITION: "Now that you have had an opportunity to change your child's behavior, see if you can solve some common problems that parents have with young children by using the methods we've discussed."

III. COMMON PROBLEMS

Have parents form new groups of 4 or 5 and present each group with one of the problems listed below. Each group should select a chairperson to lead the discussion and a recorder to take notes. Direct parents to define the problem. Specifics can be agreed upon arbitrarily. Then they should solve the problem by using one of these techniques: Problem Solving, Natural and Logical Consequences or Contracting. Have extra copies of each of these to distribute to the groups as needed. Each group should complete the worksheet describing specifically the steps they would follow to solve the problem. The appropriate technique should be selected with the following in mind:

33

TRANSPARENCY #33

CRITERIA FOR SELECTING A DISCIPLINE TECHNIQUE

1. Is the child's health and safety in question?
2. Will the behavior be eliminated?
3. What will the child learn as a result of this technique?

Allow 20-30 minutes for this discussion, then regroup. Have the leader from each small group present their problem and the solution they selected to the whole group.

Assign one of the following to each group.

COMMON PROBLEMS:

1. Whenever you go to the supermarket, your child whines and cries.
2. While visiting someone's house, your child demands attention constantly by interrupting conversations.
3. Your child spills her milk at every dinner meal.
4. Your child never does his chores.
5. Your child constantly argues with her brother.
6. Every morning since September, your child has dawdled and been late for or missed the school bus.
7. Whenever you are on the telephone, your child interrupts your conversation.
8. Every night your child argues with you about going to bed on time.

TRANSITION: "Whatever technique or approach you use, there are some general guidelines to keep in mind."

IV. BEHAVIOR SUMMARY

Review the basic principles of discipline; that is:

TRANSPARENCY #34

GUIDELINES for DISCIPLINE

Make sure you have all the FACTS before you decide to discipline.

THEN:

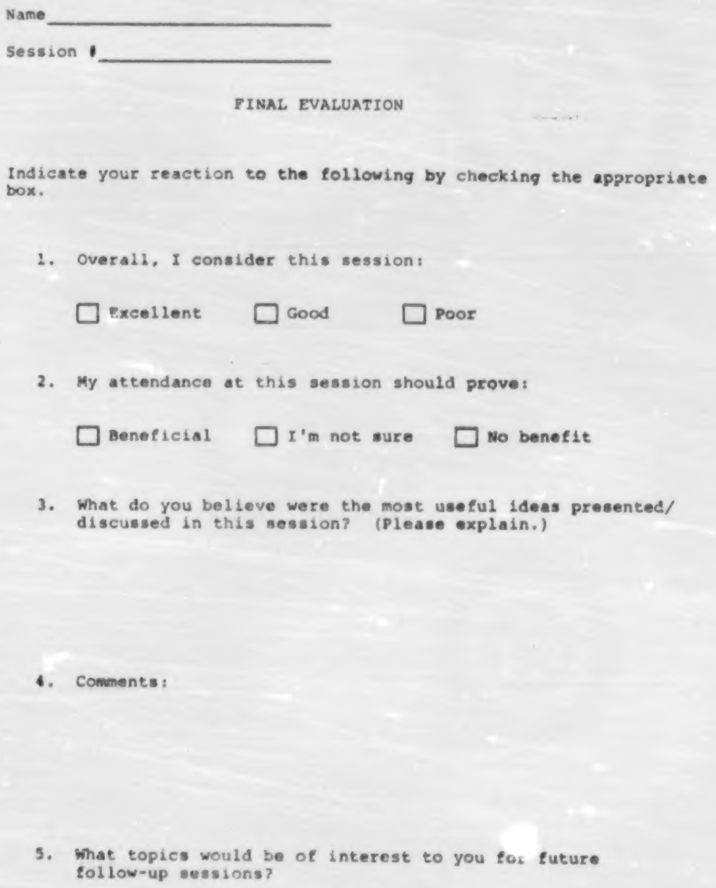
- be patient
- be realistic
- be positive
- be firm

Remember to evaluate the solution you choose by asking yourself, "Is the behavior eliminated?" and "What am I teaching my child?". Be sure to try a method for a while. If you have used it appropriately and the problem behavior still occurs or intensifies, you are unable to cope with the situation or are concerned about the child's self-image or safety, it may be appropriate to seek further assistance. Contact your school guidance counselor or psychologist to discuss the situation.

TRANSITION: "We've spent some time tonight discussing behavior. Throughout the workshop series we have learned and shared many things with one another. Tonight I'd like you to share your thoughts on the entire program by doing the final evaluation."

V. FINAL EVALUATION

Have parents spend a few moments completing the final evaluation. Encourage them to take their time and to be as specific as possible. While parents are completing these forms, review the behavior worksheets collected earlier so that they can be returned. Collect the evaluations as they are completed, and thank the parents for their time in helping to make the program better by their feedback.



Name____________________________

Session #______________________

FINAL EVALUATION

Indicate your reaction to the following by checking the appropriate box.

1. Overall, I consider this session:

☐ Excellent ☐ Good ☐ Poor

2. My attendance at this session should prove:

☐ Beneficial ☐ I'm not sure ☐ No benefit

3. What do you believe were the most useful ideas presented/discussed in this session? (Please explain.)

4. Comments:

5. What topics would be of interest to you for future follow-up sessions?

TRANSITION: "I would like to share this article by Dr. James Hymes because it so poetically expresses how we feel about your role as a parent."

VI. PARENTS DO MAKE AN IMPACT

Read aloud.

A. WITH CROPS AND CHILDREN...YOU CAN'T RUSH THE SEASONS

I have a hunch that there are real similarities between growing a child and growing a crop of corn or wheat or tomatoes. People who raise living things on the farm seem naturally to rely on the same kind of wisdom it takes to be a successful parent.

Successful child-rearing does not depend so much on book knowledge, or on specific techniques, as on your whole point of view -- how you feel inside. I believe that farm parents have a very special chance to acquire the right kind of viewpoint. You aren't so likely to go against nature with children, any more than you would with crops.

You aren't so likely to make the serious mistake many mothers and fathers make with their youngsters: They are constantly rushing the seasons! They are not content with the natural order of development. They yearn for the blossom when only the bud is ready.

Farmers live by the natural order. I've heard them say: "It's too cold to plant." Or "It's still too wet to plow." Or "It's too early to harvest." A farmer has to have patience. He can neither plant nor harvest any old day he feels like it. The time must be right.

TIMING ALSO IS THE HEART OF BRINGING UP CHILDREN. Whatever you wish to teach them, the time must be right. The child has to grow; he must develop body power. His organs must grow. His muscles must grow. His whole nervous system has to mature. Psychologists have a word for the state when a child has finally grown enough to be able to learn. They call it readiness. Readiness means that the time has come - now the child has grown enough for the teaching to take hold.

If you try to teach your child any lesson at all before he is ready, you have no end of trouble - just as you have headaches if you try to plant a crop before the ground is ready. But so many parents can't wait. Their impatience is one of the big reasons for the battles they have with their children over toilet training, table manners, keeping clean, caring for possessions, sitting still, sharing, not interrupting . . . .

These accomplishments usually present no trouble if the child is ready. Trouble comes when you can't wait.

ONE WAY TO BUILD CALMNESS and the good, easy-going patience you need with children is to realize: There never is any waste season when nothing can be done. Children are always ready for something, just as there is always important and worthwhile work to do, year-round on the farm. There are fences to fix, machines to repair - and there's something you can be doing for your youngsters. Some parents seem able to think only of the eventual results they want. They want their child to get into college twelve far-off years from now. They want him to be attractive, well-groomed and well-spoken, eight years from now. They cannot be content with the youngster they have this very moment. They can't make the most of what this child can do now; they are too frantic worrying about his future.

Every season is important. If a child can't walk yet, maybe he can crawl; and the more he crawls, the better. This is what he is ready for now. Of, if he can't crawl yet, he can go out in his carriage. The more he goes out and sees people, and hears sounds, and is stimulated by smells and noises and sights, the better. The baby is ready for this kind of learning, just as the ground is ready at some time to be plowed, harrowed or fertilized. Planting time and harvest time will come later.

To be a good parent you need to concentrate gladly on the job at hand. And you need to feel confident that a tomorrow always comes, with new tasks and greater progress. The need for this acceptance of today and confidence in tomorrow is especially important if you are a parent of a 5- or 6-year-old. For example, so many parents worry about their small child's reading. They just can't wait. They must teach him to read; they push the school to teach him.

Most 5-year-olds and many 6-year-olds simply have not grown enough to be able to learn to read. But they love being read to! They love to go places and see things with their own two eyes. Take them to the airport, bus depot or railroad station; to the store or post office. They have grown up enough to look and ask and touch and smell. They come home full of new knowledge - more than most people could get from a book.

OR HELP THESE YOUNG CHILDREN to do what they like best of all - make believe! Play-pretend is right for them now. They play fireman, policeman, truck driver, pilot, doctor, father, mother, new baby... and all the while they play, they are practicing their language, stretching out their attention spans, stirring up their imaginations, learning.

Play brings wonderful growth to a young child. But so many parents can't enjoy the blossoming; they spend their time worrying over "how the corn crop will turn out." Confident farmers say "The crop is coming along fine." when at that moment the corn is only knee-high.

With children, as with crops, it doesn't pay to have eyes only for tomorrow. You feel disappointed and let down, even when you have every right to be content. It all goes back to being able to feel a bit humble and realize the nature of growth. You can't make things happen exactly when and how *you* want them to happen.

I see this with the plants and bushes around our home. If I dig up a bush and put it where I want it, and that is all I think about - where *I* want it - the bush may die. Perhaps my place has too much sunshine or not enough. The same is true of children. You have to work *with* them. You have to keep your eyes open for what makes them flourish and what withers them or dries them up.

You have to respect children's interests. What a child does persistently, time and time again, has significance. The things he constantly turns to - or what he always rejects - are the important signals. You cannot see inside your child to know exactly how much his organs and muscles and nervous system have grown. The surest way of getting at his inside growth is to watch his behavior - what he thoroughly and fully gives himself to is what he is ready for.

A child's deep interest in something is the best signal you can get that he's ready to learn about it. You can help him, right now; but not by fixing your eyes on his far future, not be comparing him with the neighbor's precocious 5-year-old, and not by looking in the rule book for what to expect just when.

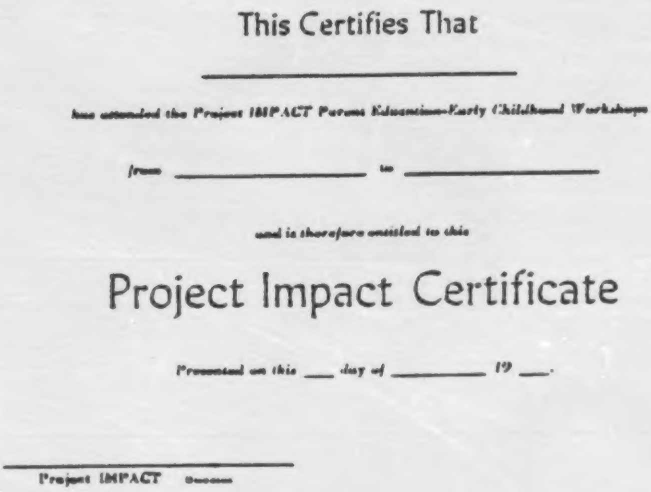
Watch your child, see what he seeks, respect what he reaches for - the way you respect all growth. If you help him this way, he'll grow well today - and he'll do well tomorrow.

Dr. James Hymes is the author of many books for parents and teachers, including Before the Child Reads, Behavior and Misbehavior, Effective Home-School Relations, A Child Development Point of View, The Child Under Six and Teaching the Child Under Six. We have reproduced this article from the Farm Journal, August, 1960, with the express permission of Dr. Hymes.

TRANSITION: "In summation, we believe that you (parents) are teachers and that you have and will continue to make an IMPACT! Thus we want to commend you for your interest in improving yourself by presenting you with an IMPACT Certificate."

B. PROJECT IMPACT CERTIFICATES

Distribute Project IMPACT Certificates.



This Certifies That

____

has attended the Project IMPACT Parent Education-Early Childhood Workshops

from ______________ *to* ______________

and is therefore entitled to this

Project Impact Certificate

Presented on this ___ *day of* ________ *19* ___.

____

Project IMPACT [illegible]

C. "EXPLORING, EXPERIMENTING AND EXPERIENCING: A BOOKLET OF IDEAS"

Here is a booklet for you and your child to use to continue having fun together. Be sure to continue to take the time with your child playing games, learning, growing and enjoying each other.

Exploring,

Experimenting,

Experiencing:

APPENDIX A

GETTING ACQUAINTED EXERCISES

A "Getting Acquainted" activity is a brief, informal and fun way for people to get to know one another. As parents may feel somewhat unsure of themselves in this type of activity, it is recommended that the workshop leader set a relaxed tone, give clear directions and be enthusiastic. In addition, the workshop leader should actively participate in the exercise.

The following list includes a variety of getting-acquainted activities. Select one according to the size of the group and your personal preference. Or, use one from your own experience and prepare the materials needed. Ten to fifteen minutes is usually sufficient for a "Getting Acquainted" activity.

An apology: For purposes of clarity, the directions are written using she rather than both he and she.

A. "SELF-INTRODUCTION"

Materials: None

Procedure: Each person says her name, her kindergarten child's name and gives one fact about herself; for example, "My name is Eileen, my kindergartner is Susan and I am interested in antiques."

Variations:

1. Each person says her name and tells three things about herself: Two facts are true and one is a wish. For example, "My name is Judy, I am interested in photography and I wish that I could speak French!"
2. Each person describes herself as a book in the library and where the book could be found; for example: "My name is Mary and I would be a book on transportation because I'm all over the place! I drive 40 miles to work and back, often fly on business trips, I like to sail on vacation and right now I'm teaching my child how to ride a bike!"
3. Each person introduces herself and describes herself as a season of the year as well as what she likes about that season; for example: "My name is Lucy and I would be most like autumn because I'm sometimes clear, sometimes stormy and often changing. Also I like to take long walks in the cold, crisp air."

4. Each person introduces herself and describes herself as an object; anything other than a human being, for example: "My name is Tina and I could be a bongo drum because I like music, rhythm and dancing. I can be loud or quiet, fast-paced or slow and steady."

5. Each person introduces herself and describes a fantasy place she would like to visit. For example: "My name is Helen and I would like to go to a place where there are no cars, lots of trees, an ocean, concerts in the park and free ice cream for everyone." Give the group a few minutes to fantasize before starting.

B. "THIS IS WHO I AM"

Materials: paper and markers

Procedure: Each person uses paper and markers to draw a picture of something that represents herself. Each person then uses the picture to introduce herself.

Variations:

1. Materials: magazines, paper, markers, paste

   Procedure: Using magazine pictures and/or words; each person makes a collage to represent herself.

2. Materials: 8" X 11" construction paper, markers, pieces of fabric or yarn, magazines, various art materials.

   Procedure: Using various art materials each person makes a name tag to use for the entire program.

3. Materials: enough Legos for everyone

   Procedure: Each person (or small group) uses the Legos to make an invention. Then each introduces herself and describes the invention to the large group.

C. "NAME GAME"

Materials: None

Procedure: Each person introduces herself and names something she likes that begins with the first letter of her name. (The workshop leader should begin the game creatively.) For example: "My name is Jean and

I like jokes" or "My name is Freida and I like french fries."

Variation: Circle Name Game
Starting with the workshop leader, each person says her name. Then each takes a turn to say the names of everyone in order around the circle.

D. "INTRODUCING YOUR PARTNER"

Materials: None

Procedure: Everyone stands. Then each turns to someone she does not already know and introduces herself. Each pair then takes a few minutes to get to know each other. After about 5 minutes, the workshop leader calls the group together and everyone takes a turn to introduce her partner.

E. "MINGLE-MINGLE" (Use only with 15 or more parents)

Materials: One label for each person with one of the following directions printed on each one: "Introduce yourself", "Ask me if my feet hurt", "Smile at me", "Give me applause", "Talk about the weather", "Tell me how great I look", "Shake hands with me", "Pat me on the back", say, "You look tired. Did you have a hard day?", say, "Congratulations", say, "I'm sad, please cheer me up".

Procedure: Put a label with one of these directions on each person's forehead without her seeing it. Have everyone stand up and circulate, introducing themselves and following the directions on each person's forehead as they pass by. NOTE: This activity is meant to be a fun way for people to mingle and get to know one another.

F. "PLAY DOUGH"

Materials: Enough ingredients for several small groups to make play dough including: flour, salt, oil, water and food coloring, and a recipe for play dough.

Procedure: Divide parents into small groups. Direct each group to follow the directions to make play dough.

G. "DESIGN YOUR OWN CHAIR"

Materials: None

Procedure: Each person introduces herself and then describes a chair she would design for herself with every feature she thinks would be desirable; for example, "My name is Bobbi and my chair would have a stereo system, a whirlpool bath, a small bookcase and a desk for writing, a small refrigerator stocked with

Rolling Rock and salami, a space for running in place and a TV."

H. "WHO ARE YOU?" (use only with 15 or more parents)

Materials: Duplicate 1 copy of the form "Who Are You?" for each person present; pencils

Procedure: Have everyone stand and give the following instructions: "You will have 10 minutes to fill in this form, you may only use a person's name once, start by introducing yourself to someone and then asking about one of the statements on the list. When you complete the list, sit down; the first person who sits down wins. Ready, begin!" NOTE: This activity is intended to get people moving. The leader should also take a form to fill in and encourage everyone's active participation.

"WHO ARE YOU?"

______________________has a green thumb

______________________has a nickname

______________________loves to be alone

______________________is left-handed

______________________has blue eyes

______________________read the Thorn Birds

______________________eats Chinese food with chopsticks

______________________watched Roots (twice)

______________________likes peas

______________________owns a Dodge

______________________once lived in New York

______________________gave up smoking more than 6 months ago

______________________dreams in color

______________________can pat head and rub stomach at the same time

______________________has the same last name as a past President of the U.S.A.

______________________is short

______________________has a wood-burning stove

______________________loves Sara Lee cakes

______________________went to Europe this summer

______________________is going back to school

______________________loves to cook

______________________was a Girl Scout

______________________is wearing something red

APPENDIX B

OPTION B: "A DAY IN KINDERGARTEN"

Note: This option requires more participant involvement than Option A, therefore some parents may feel somewhat uncomfortable. Keep the atmosphere fun and enthusiastic! Most of the participants will enjoy the experience of learning a great deal about you and a typical day in your kindergarten.

Preparation:

This option will require the materials listed below and an adequate space that will allow participants to move freely (as children would in a kindergarten). Therefore, we suggest that this session be held in a kindergarten classroom.

In addition to duplicating the necessary handouts, we suggest that you make a tape recording of "A Day in Kindergarten". This will allow you to show the diversity of teaching approaches in kindergarten as well as preventing an uncomfortable and threatening first night situation for any non-English-reading parent participant.

To conduct this option you will need:

☐ An adequate classroom space

☐ Tape recorder or player

☐ Tape recording of "A Day in Kindergarten"

☐ "The Sharing Game"

☐ Scissors

☐ 18" X 36" construction paper

☐ Magazines with pictures

☐ Paste or glue

☐ Magic markers/crayons

Handouts (one per parent participant)

☐ "A Day in Kindergarten"

☐ "The Kindergarten Puzzle"

☐ "The Kindergarten Jumble"

☐ "The Kindergarten Word Search"

☐ "Kindergarten Collage"

☐ "A Day in Kindergarten Lesson Plan"

Directions:

Organize the classroom space into areas (centers). Place the Kindergarten Collage directions and materials in one corner of the room, the "Sharing Game" in another and the three word games in another. This will force the participants to move, thus simulating the movement in a kindergarten.

OPTION B: "A Day in Kindergarten"

A kindergarten is a place in which young children are offered the opportunity to "learn by doing". In other words, the children are encouraged to discover and learn new ideas and skills by becoming actively involved in tasks, games and play.

At this time, let us learn about kindergarten in a similar fashion to how we would expect a young child to learn about something new--in other words, let's see what it is like to be in kindergarten.

There are six activities available for you to try. First each of you will read (or listen to) a brief article, "A Day in Kindergarten". After you have completed it, then you will have the opportunity to select an activity to try.

Move from center to center holding up each activity. Briefly describe each activity's directions and group size.

Distribute handout.

We are ready to begin. First read the article and then move to the area of your choice. You will have approximately ________

Encourage a person to change activities if he/she is spending too much time or appears to be struggling. Bring the group back together to review and discuss their experiences.

Let's take some time to review what just happened. The activities that you have just completed are obviously not meant for kindergarten children. Rather these activities are kindergarten-like in nature and designed especially to simulate, on an adult level, what it is like to be a student in kindergarten.

Through your involvement in these activities you not only were presented with information on a typical kindergarten but you also had the opportunity to "experience" a kindergarten first-hand.

Ask parents leading questions such as..."What did you learn from this experience?" "How did you feel?" "Did anything surprise you?".

Try to find an opportunity to suggest to the parents that the movement and noise found in a kindergarten is a sign of children actively involved in learning--just as the movement and noise in this experience was a sign of their involvement in learning.

Let's look at the experience you just had from a teacher point-of-view.

I had two objectives for this experience.

1. To assist each parent to further his/her awareness of a typical kindergarten.

2. To assist each parent to develop a sight, sound and kinesthetic impression of kindergarten.

To meet these goals, I organized several kinds of activities. One would be required while the others were optional. Of the optional activities, I included activities that focused on various learning styles and group sizes.

Distribute "A Day in Kindergarten" Lesson Plan.

This was my plan of action. Like any kindergarten teacher, I must have a plan of action. This plan allowed me to organize my thoughts and to meet my objectives.

Invite questions.

"A DAY IN KINDERGARTEN"

Schools are quiet places without children, but when children are moving, creating and learning, schools become a beehive of activity. Often, this activity, especially in a kindergarten, may appear chaotic and confusing. Let's consider a typical day in a typical kindergarten.

Many children arrive at school on buses. Some children take their time entering the building. Others just can't wait. Some like to join their friends and chat on their way while others keep to themselves. Once inside, the children hang up their coats in an assigned area. Often children have a "cubby" which is a special place to store their things including work or notices to bring home.

When all the buses have arrived, the first business of the day is usually a "meeting time" where attendance is recorded and news of the day is shared with the group. The calendar is discussed and the day, month and year are noted. Often a teacher-directed activity occurs, such as work with matching letters. Much of the instruction with young children is in the form of a game. In this way, the teacher has the children actively involved with the learning process.

Jobs of the day are assigned--cleaning up paints, feeding animals and watering plants are all routines for which the children are responsible. This encourages responsibility and independence, as well as, accomplishing necessary housekeeping chores. Choices for work time are discussed now. These choices may include Legos, blocks, water play, cooking, a teacher-directed lesson, art and many more. Keep in mind that young children have short attention spans and need to move. So, the choices must be varied.

Some teachers use a charting system to organize a work time. The teacher may choose the first activity of the day for the child by writing his/her name in a space, or the children may sign themselves up for an activity. This kind of organization eliminates too many people being at one area and encourages learning to write your own name and recognizing a friend's name. Once the decisions are made, the children move to the area they've chosen.

A teacher's role in a kindergarten is that of questioner, facilitator and friend. He or she may take a group and explain a specific activity which the children can then follow through on by themselves and then teach to others. Or, you may see the teacher on the floor working directly with a small group of children, then moving away to another area to allow the children time to work by themselves. Since one of the major goals of kindergarten is to help children become independent, this alone time is most important. Some children often choose to work with friends, others prefer to be alone. A quiet reading area away from the other activities gives this child the opportunity to quietly explore a book. (He is sitting on top of a huge telephone cable reel which has been covered with rug samples.)

Curriculum in a kindergarten is exciting and varied. Every area has a specific reason for being included--most areas change frequently as the children grow and learn, and the way your child works in each area will also change as he/she grows and learns. Children move in and out of these areas constantly. A typical kindergartener may work in three or four areas in the course of a worktime. Let's consider some of them. The art area may include a coloring table, a pasting table, and an easel area. These activities all encourage learning to share, working in a group and creativity. They help develop fine motor skills such as eye-hand coordination, and increase attention spans by following through to complete the task.

Another area is the listening station--this is a way to enjoy music, a story or a game without disturbing others around you. It may also be used to reinforce auditory or listening skills either in small groups or alone. Blocks, large and small, are an integral and vital part of any kindergarten program. Potentially the most noisy area of the room, blocks play an important part in the total curriculum for they encourage planning, cooperation and follow through and develop large muscle control through balancing, climbing, stretching, bending and stacking. Sometimes a helpful hint, a word of encouragement or an interested question from a teacher can extend an idea. Role playing and exploring fantasy worlds are natural outcomes of building, for, what better way to learn than by using the building you've designed! Many an architect, engineer or city planner has started here.

Smaller muscles are developed by using Legos by yourself or with a friend. Language develops naturally through all this interaction--the need to clearly express an idea or to ask for help encourages verbal skills. Tinker Toys, puzzles, beads and string, and making games all encourage children to use and coordinate the smaller muscles of their bodies while providing practice in problem solving, logical thinking and long and short-term memory. All of these are necessary pre-reading and pre-math skills which may be lumped together and called readiness skills.

For part of the day, the teacher may bring together a small group of children who are ready for more formalized learning. Since a kindergarten program is highly individualized, not all children will be invited to join this particular group. Another group may be more appropriate. After the teacher works with the group, the children leave and follow through on the lesson with friends, or alone.

Keeping in mind that young children learn best by doing, water play provides the concrete, hands-on experiences which begin the process of understanding basic science and math concepts--volume, size, area, equivalency, measure. Another way of providing hands-on math and science activities is by cooking in the classroom. Many kindergartens have parent volunteers working in the classroom to assist with cooking activities. Often the product of a simple recipe provides snack for the entire class. Snack is an important part of the day--it is a sharing time, a quiet time and an excellent way to introduce children to good nutrition and to encourage good "snacking" habits.

Parents also help the teacher by working individually with a child or with a small group. Sometimes, the children prefer to help "teach" each other. In the midst of a busy day, some children may need a quiet time--reading together, to a friend or alone often provides the time necessary to relax and unwind. Children need to balance quiet activities with active ones--that's one reason why there are so many choices in a kindergarten.

And soon it's time to clean up. Everyone pitches in to help. When all is done, the meeting area is used to evaluate the day's activities and to proudly share a completed project. Music or an active game may follow.

Weather permitting, the children will go outside before going home. Most kindergarteners go outside every day except rainy, wet, snowy or super cold ones! You may want to keep this in mind when you help dress your child for school. In bad weather, the activities stay inside--balls, balance beams, hula hoops and mats all help develop and coordinate the large body muscles.

And, before you know it, it's time to go home. On occasion, a parent may pick up their child and take a minute to chat with the teacher. But most children will go home on the bus. And once again, school is left a quiet place until the next group arrives.

THE "SHARING" GAME

Introduction: When our children enter school for the first time, most of us have hopes, fears, reservations and dreams concerning their future school experience. This game will encourage you to explore and share some of those feelings that often interfere with or strengthen the building of a successful home-school partnership.

Enjoy the game. Maybe you'll be the first to reach the end of the gameboard path. But whether you are the first or the last it really doesn't matter because each of you will be winning the game by exploring and sharing your feelings about your child, kindergarten, and his/her future school experience.

Group Size: Two-four players

Directions: Each player selects a penny for his/her marker. Shuffle cards and place with the question side face up. The oldest penny goes first. Read the card out loud, answer it and move the number of spaces indicated on the front of the card. The game is completed when each player has reached the school.

The "Sharing" Game

Duplicate onto construction paper and cut on the lines.

What do you want your child to have learned by the end of the year? 3	What is your worst fear related to your child and kindergarten? 5
Show the group a picture of your kindergarten child. 1	Tell the group how you feel about teaching reading in kindergarten. 4
If you were 5 years old, how would you feel about going to kindergarten? 2	What is your child's favorite activity to do with you at home? 3
What is your favorite activity to do with your child? 4	Tell something about a favorite teacher you had when in school. 6
What is your earliest memory related to school? 3	What are you hoping to get out of this program? 6

The "Sharing" Game

Duplicate onto construction paper and cut on the lines.

A kindergarten teacher is a friend to children. If you were a kindergarten teacher, how would you show a child that you were his/her friend?

3

Readiness is an important concept in kindergarten. It means that specific skills and a level of maturity is needed before a child is capable of doing a certain task. Tell one activity you could do as a kindergarten teacher or parent that would help prepare a child for an interest in reading.

1

In kindergarten, children learn by doing. Give an example of this or ask someone in the group to help you.

2

If the kindergarten teacher called you on the telephone during the time your child was in school, what would be your first feelings?

4

If your child said he/she was angry with his/her kindergarten teacher, what could you do?

3

What is your least favorite activity to do with your child?

5

Tell one unique thing that you like about your child and ask one other person in the group to do the same.

4

If your child was to be retained in kindergarten, how would you feel?

3

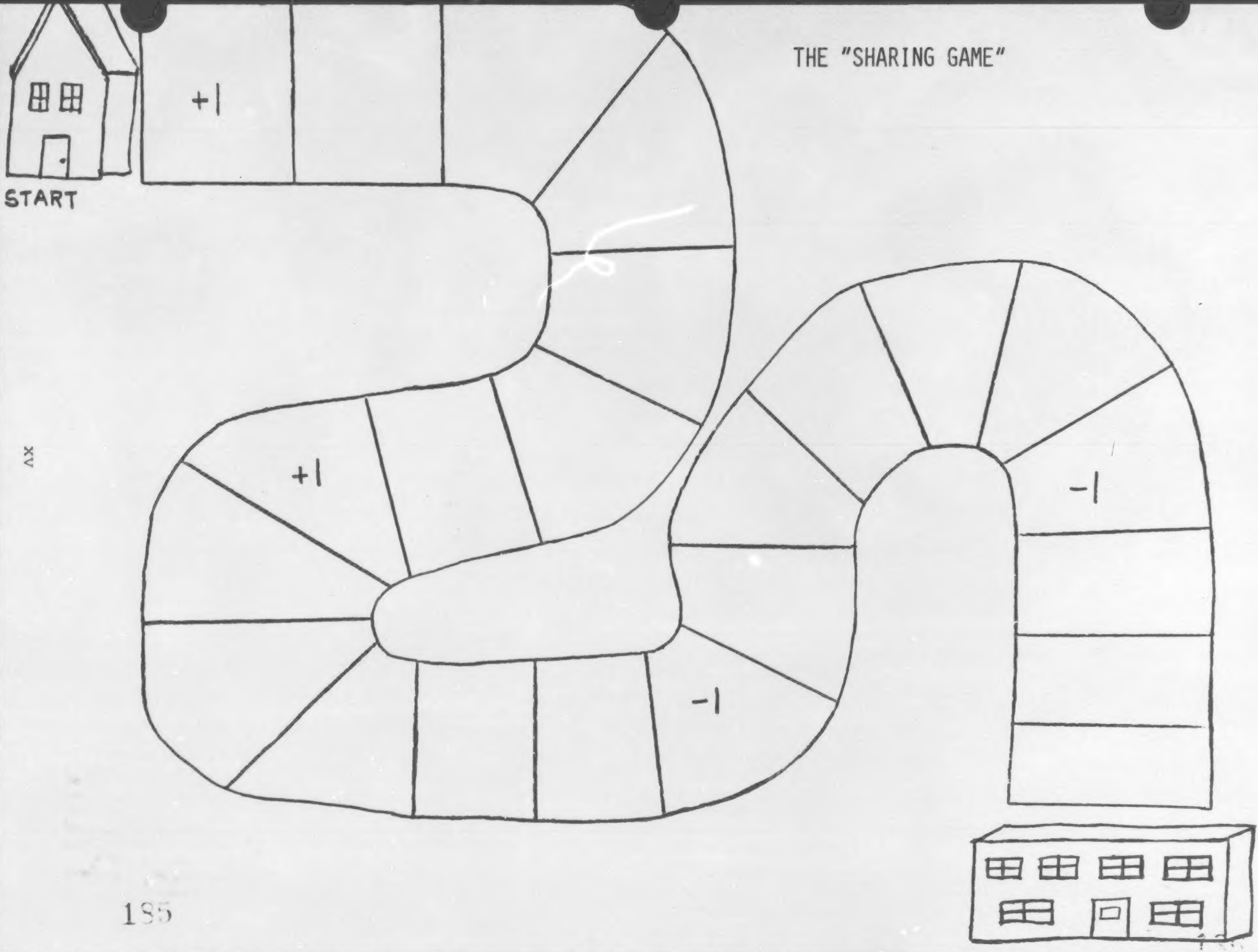
What did you like best about your schooling?

6

How important do you feel kindergarten is?

6

THE "SHARING GAME"



"THE KINDERGARTEN JUMBLE"

ALPY _ _ _ _

DEIRFN _ _ _ _ _ _

IITTAAFORLC _ _ _ _ _ _ _ _ _ _ _

LCDIH EEENRCTD _ _ _ _ _   _ _ _ _ _ _ _ _

Answers: play, friend, facilitator, child centered

"THE KINDERGARTEN WORD SEARCH"

Directions: Find and circle all the words you can that are related to kindergarten. They may run left to right, right to left, diagonal or up and down.

S	S	E	N	I	D	A	E	R	F
H	S	N	A	C	K	M	I	N	A
E	L	E	A	R	N	I	N	G	C
P	M	O	V	E	M	E	N	T	I
B	A	A	G	A	M	E	S	I	L
K	P	U	N	T	O	Y	S	N	I
C	U	B	B	I	E	S	B	D	T
O	Z	B	P	N	R	E	A	I	A
O	Z	L	E	G	O	S	T	V	T
K	L	O	T	R	E	R	O	I	O
I	E	C	I	Y	A	L	P	D	R
N	S	K	M	F	U	N	H	U	E
G	K	S	S	N	N	W	I	A	S
N	O	S	T	O	P	L	G	L	T
O	B	E	A	R	E	A	S	I	N
E	E	M	M	U	S	I	C	Z	E
R	E	A	D	I	N	G	A	E	R
F	A	N	T	A	S	Y	O	D	A
Q	A	C	T	I	V	I	T	Y	P

Answer Sheet

"THE KINDERGARTEN WORD SEARCH"

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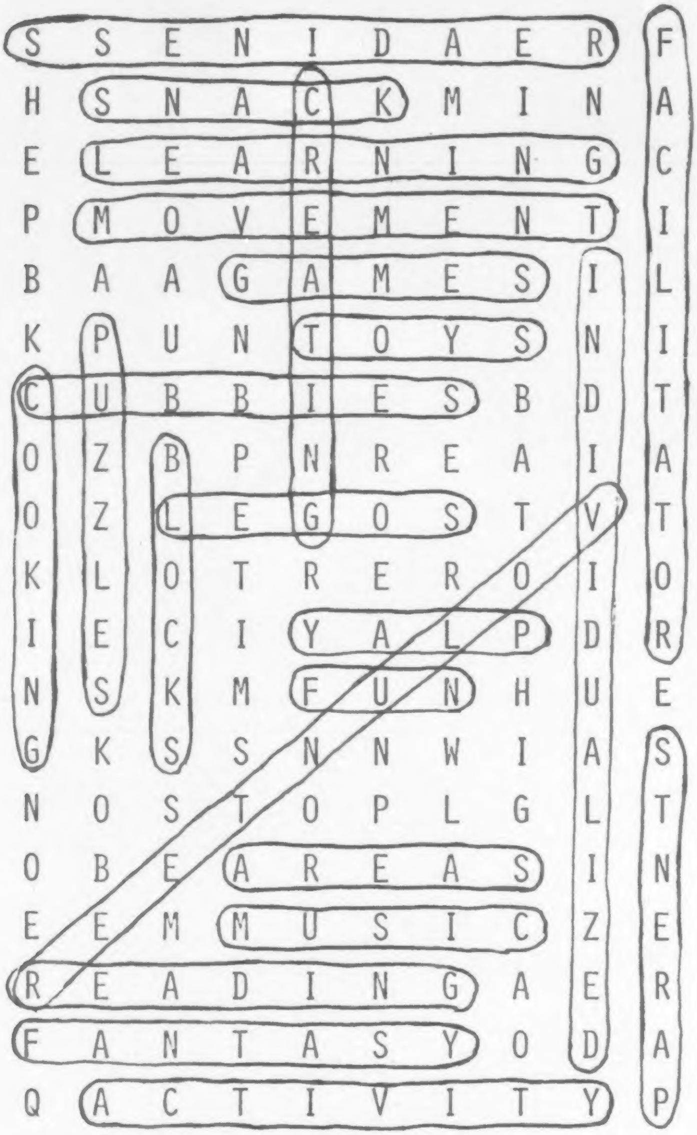
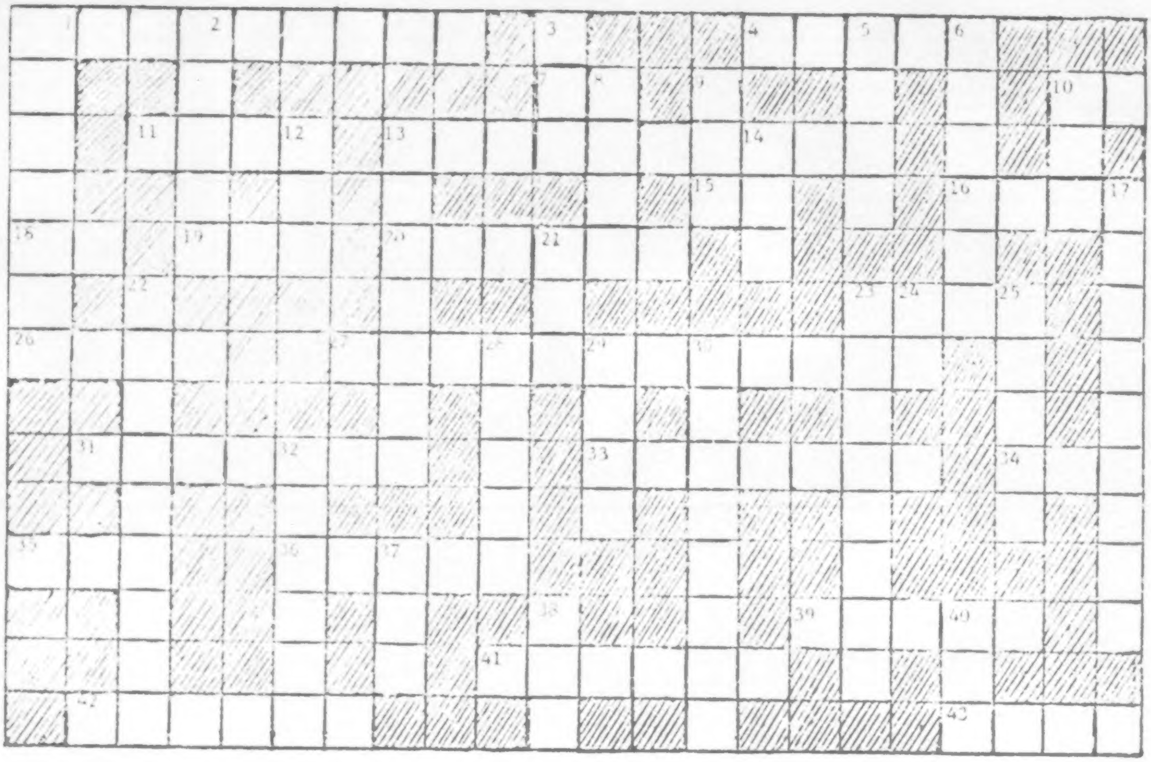


S	S	E	N	I	D	A	E	R	F
H	S	N	A	C	K	M	I	N	A
E	L	E	A	R	N	I	N	G	C
P	M	O	V	E	M	E	N	T	I
B	A	A	G	A	M	E	S	I	L
K	P	U	N	T	O	Y	S	N	I
C	U	B	B	I	E	S	B	D	T
O	Z	B	P	N	R	E	A	I	A
O	Z	L	E	G	O	S	T	V	T
K	L	O	T	R	E	R	O	I	O
I	E	C	I	Y	A	L	P	D	R
N	S	K	M	F	U	N	H	U	E
G	K	S	S	N	N	W	I	A	S
N	O	S	T	O	P	L	G	L	T
O	B	E	A	R	E	A	S	I	N
E	E	M	M	U	S	I	C	Z	E
R	E	A	D	I	N	G	A	E	R
F	A	N	T	A	S	Y	O	D	A
Q	A	C	T	I	V	I	T	Y	P

189



"THE KINDERGARTEN PUZZLE"

ACROSS

1. ____ skills are taught in kindergarten.
4. ____ is a trade name for building blocks.
7. "Do as I say, not ___ I do."
10. A pronoun
11. A child is ____ years old in kindergarten.
13. Areas of learning are called the ____.
15. ___ what?
16. Most kindergarteners can write their ____.
18. Opposite of out.
19. Make a fast ____-a-way.
20. ____ are fun to build with and develop large muscle control.
23. The "____ and Found" box.
26. Each year children ____ bigger.
27. ____ is the first year of public school.
31. Jigsaw ____ are hard.
33. Learning numbers and ____ are readiness skills.
34. Some children ride to school in a ____.
35. Music, science and ____ are areas of the curriculum.
36. A quiet time may be spent reading a ____.
39. Children eat ____ every day.
41. ____ are used at the easel.
42. A teacher is a good ____.
43. Children learn through ____.

DOWN

1. Children enjoy ____ stories.
2. Children learn by ____.
3. "Lend an ___."
5. Children like to play a ____.
6. Outdoors, ____ are fun to ride.
8. Keep your child home if he/she is ___.
9. Some children ride to school on a ___.
10. Children kiss ____ goodbye.
12. Every day children ___ a snack.
13. Children store their things in ____.
14. Teachers often keep a daily ____.
17. ____ your child to learn.
21. Teachers will give a ____ to remember something new.
22. Parents ____ in the classroom.
23. ____ new things is fun.
24. We sit ___ the rug.
25. Children often ____ each other a new activity.
28. Attendance is recorded ____.
29. A forward ____ (somersault) is fun.
30. Children choose an ____ during worktime.
32. Children like to ____ to a story.
37. The opposite of on.
38. Children like to sit on their parents' ____.
40. Children drink juice from a ____.

"THE KINDERGARTEN PUZZLE"

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THE KINDERGARTEN PUZZLE: ANSWER SHEET

1 R	E	A	2 D	I	N	E	S	S	▨	3 E	▨	▨	▨	4 L	E	5 G	O	6 S	▨	▨	▨
E	▨	▨	O	▨	▨	▨	▨	▨	▨	7 A	8 S	▨	9 B	▨	▨	A	▨	W	▨	10 M	Y
A	▨	11 F	I	V	12 E	▨	13 C	U	R	R	I	C	U	14 L	U	M	▨	I	▨	O	▨
D	▨	▨	N	▨	A	▨	U	▨	▨	▨	C	▨	15 S	O	▨	E	▨	16 N	A	M	17 E
18 I	N	▨	19 G	E	T	▨	20 B	L	O	21 C	K	S	▨	G	▨	▨	▨	G	▨	▨	N
N	▨	22 V	▨	▨	▨	▨	B	▨	▨	U	▨	▨	▨	▨	▨	23 L	24 O	S	25 T	▨	C
26 G	R	O	W	▨	▨	27 K	I	N	28 D	E	29 R	G	30 A	R	T	E	N	▨	E	▨	O
▨	▨	L	▨	▨	▨	▨	E	▨	A	▨	O	▨	C	▨	▨	A	▨	▨	A	▨	U
▨	31 P	U	Z	Z	32 L	E	S	▨	I	▨	33 L	E	T	T	E	R	S	▨	34 C	A	R
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35 A	R	T	▨	▨	36 S	T	37 O	R	Y	▨	▨	▨	V	▨	▨	I	▨	▨	▨	▨	G
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"KINDERGARTEN COLLAGE"

Directions: After reading the article, "A Day in Kindergarten", use the available materials to cut, paste, and design a word and picture collage that captures your impression of a kindergarten.

TO DO THIS ACTIVITY YOU WILL NEED:

- ☐ Magazines with pictures
- ☐ Scissors
- ☐ 18" X 36" construction paper
- ☐ Paste or glue
- ☐ Magic markers or crayons

194

A DAY IN KINDERGARTEN LESSON PLAN

Objectives:

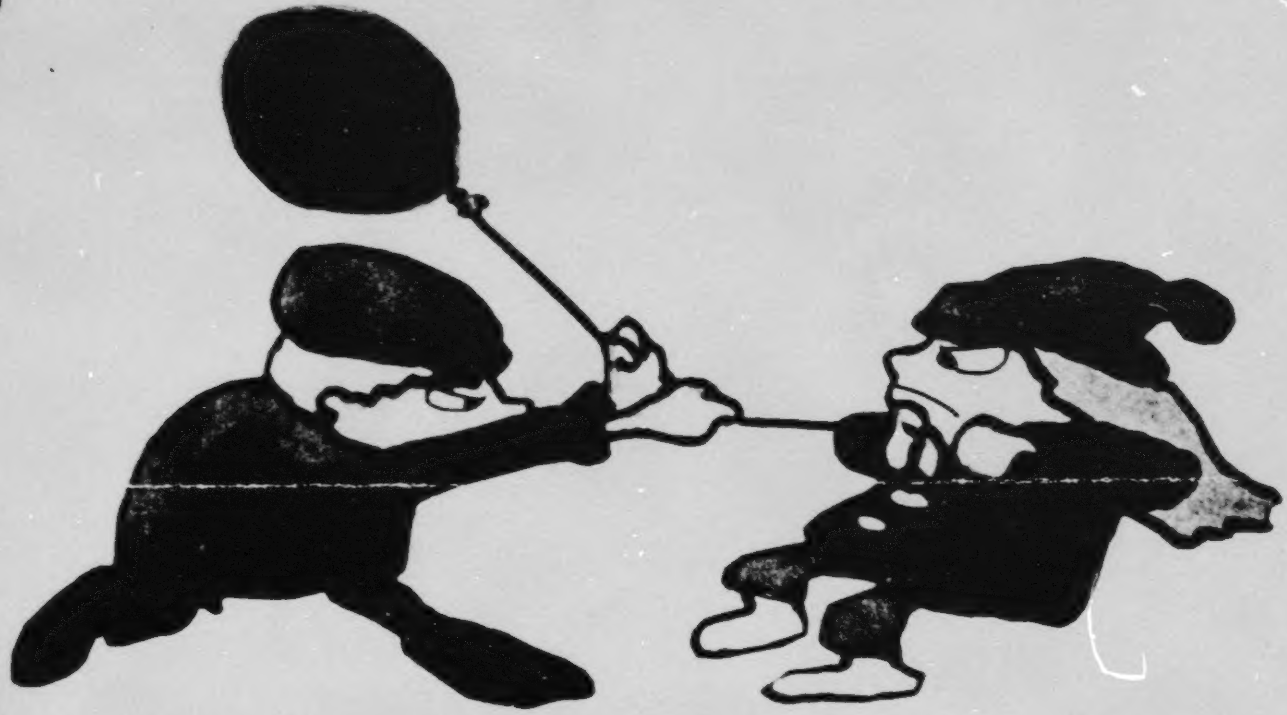
1. To assist each parent to further his/her awareness of a typical kindergarten.
2. To assist each parent to develop a sight, sound and kinesthetic impression of kindergarten.

Activities	Domain	Group Size	Skills reinforced or available for teaching
Read "A Day in Kindergarten"	Intellectual	Individual	Reading: • reading skills • visual memory • main idea • awareness of kindergarten Alternative - Listening: • auditory attention • auditory memory • main idea • awareness of kindergarten
Construct a "Kindergarten Collage"	Creativity Psychomotor	Individual	Artistic expression Psychomotor • cutting • pasting
Participate in the "Sharing Game"	Social Emotional Intellectual	Group	Social • taking turns • winning/losing Emotional • sharing feelings/ideas • self-expression Intellectual • counting • number recognition • listening skills (attention) • speaking skills (verbalization, speech, voice)
Complete the "Kindergarten Puzzle"	Intellectual Psychomotor	Individual	Intellectual • visual closure • context clues • spelling • vocabulary Psychomotor • pencil control • letter formation

Activities	Domain	Group Size	Skills reinforced or available for teaching
Complete the "Kindergarten Jumble"	Intellectual Psychomotor	Individual	Intellectual · spelling · problem-solving · visual flexibility · visual memory · word construction Psychomotor · pencil · letter formation
Complete the "Kindergarten Word Search"	Intellectual	Individual	Intellectual · spelling · problem-solving · visual discrimination · familiarity with words

APPENDIX C

Everybody Rides The Carousel



Pyramid Film Guide

Title: **"Everybody Rides the Carousel"**

By: John and Faith Hubley

Suggested Uses: High school and college level courses as well as adult/adolescent groups of various kinds. The film is a clear and interesting presentation of the most influential theory of personality development over the lifespan and should be of interest to classes in psychology, personality, psychiatry, education, human development, developmental and child psychology, animating cinema, art, personal growth, group and group therapy. It may also be of interest to classes in religion, history and cultural anthropology that are interested in Erikson's provocative writings in these areas.

Length: **PART I** **Color 24 min.**

Stage 1 – The Newborn (trust and mistrust)

Stage 2 – Toddlers (autonomy/shame and doubt)

Stage 3 – Childhood (initiative and guilt)

PART II **Color 24 min.**

Stage 4 – School (competence and inferiority)

Stage 5 – Adolescence (search for identity–leader/dreamer)

Stage 6 – Young adulthood (intimacy, love, friendship/loneliness, isolation)

PART III **Color 24 min.**

Stage 7 – Grown-ups (caring for the next generation/stagnation)

Stage 8 – Old Age (integrity/despair; acceptance of death)

Each Part: Sale $350 Rent $30
All three films: Sale $900 Rent $7[illegible]

SYNOPSIS

EVERYBODY RIDES THE CAROUSEL is an animated film that describes and dramatically illustrates what is perhaps the most influential theory of personality development from birth to death – that of the psychoanalyst Erik H. Erikson. The "Carousel" and its "eight rides" serve as metaphors for life and its eight basic stages as outlined in Erikson's theory. Each of these stages of personality development is clearly described in the film, along with the developmental challenges and crises that characterize each stage, e.g., developing a proper balance between the senses of basic trust and mistrust in the first stage, between autonomy and doubt in the second stage, and so on. The film is technically sound in this sense, having been produced with the consultation of Kenneth Keniston and a team of psychologists at Yale.

The film really succeeds in educating the viewer, however, because it goes beyond a merely technical or abstract description of Erikson's theory to make the viewer actually *experience* it. It does so by providing, for each stage in Erikson's theory, a number of poignant social interactions: for example, a teenage girl arguing with her parents about her plans to leave home, a couple struggling to openly express their intimate feelings for one another, an elderly couple facing death with dignity.

These sensitive yet dramatic vignettes help one to develop an intuitive understanding of Erikson's theory which is often presented in an abstract way that is not easily related to one's personal experience. The dramatizations not only help one emphathize with experiences and developmental challenges of people at other stages of the lifespan, but also stimulate reflection on how Erikson's ideas apply to one's own life.

The viewer is likely to find old, long-buried, memories from his or her childhood evoked by the portrayals of the stages of childhood – for example, the one on the development of a sense of industry vs. inferiority, as we see a first-grader struggling with his first halting efforts to read. The viewer is even more likely to respond, emotionally as well as intellectually, to dramatizations illustrating developmental challenges with which he or she is presently struggling. Here is another important contribution of the film: it models for us in a dramatic and concrete way, successful and unsuccessful methods of meeting the developmental tasks or challenges characteristic of each stage of development. In doing so, the film not only teaches us about Erikson's theory, but also gives us insight into our own personality development.

THE VIRTUES OF ANIMATION

To those who have known animated films only in the guise of Disney productions or cartoons for children's television, and who are unfamiliar with the new wave of sophisticated animated films, the use of animation for a topic as serious and complex as Erikson's theory of personality development may seem strange. After watching the film for a few minutes, however, one soon begins to realize that the use of animation adds, rather than detracts, from the power and sophistication of the film. For animation makes it possible for the filmmaker to give the viewer a number of perspectives that would otherwise be difficult to provide.

For example, animation is skillfully used in the section on infancy to give us a picture of the external world through an infant's eyes. Animated scenes are even more valuable in portraying the *inner* world of feelings, fantasies, and dreams. Animation also makes it possible to create characters that possess a kind of universality, characters that somehow make it easier for everyone to identify with their predicaments. This is particularly valuable in this film, because it portrays different stages of personality development that are thought to be cultural universals experienced by all human beings, whatever their origins or circumstances.

Perhaps more important, however, is the way in which animation facilitates the use of symbolism, of visual metaphor, creating a kind of visual poetry that makes possible multiple levels of meaning. This poetic aspect of the film gives it a mythical, almost haunting, quality that reverberates repeatedly through the viewer's mind, stimulating careful reflection on similar experiences in one's own life.

Such skillful and innovative uses of animation should make this film of interest to teachers of art, animation, and cinema, as well as to those interested in human development.

THE FILM ARTISTS

This skillful use of animation to illustrate serious themes exemplifies the work of John and Faith Hubley, a husband and wife team who are two of the most intelligent and serious artists of animated film in the world. For more than 20 years, the Hubleys have applied their talents to developing the potential of animated film for thoughtful and creative discussion of social and psychological issues in areas ranging from child development and women's liberation to international relations. Their success in this endeavor has won them many honors, including three Academy Awards and four nominations.

Before the Hubleys joined forces in 1955, John Hubley was an art director on such classic Disney productions as *Pinocchio* and *Fantasia*, and one of the founders of the UPA studio that created "Mr. Magoo" and "Gerald McBoing Boing." Faith Elliott, an exhibiting painter, worked in Hollywood and New York as film editor, script supervisor and music editor on such films as *Twelve Angry Men* and *Spectre of the Rose*.

John and Faith Hubley have conducted seminars on the visualization of concepts as visiting professors at the Yale University School of Art.

In an eloquent essay in *The American Scholar*, John Hubley argues that animated films can and should move away from portrayal of cartoon stereotypes and fairy tales toward "the development of individual, specialized, human character." Hubley also urges that animators show greater concern for social criticism, for narratives that instruct as well as entertain, that present scenes and dilemmas from ordinary life.

"These aims," concludes Hubley, "seem realizable: to increase awareness, to warn, to humanize, to elevate vision, to suggest goals, to deepen our understanding of ourselves and our relationships with each other." The present film is ample testimony to the Hubley's success in achieving these aims.

ERIK HOMBURGER ERIKSON

One of the truly great figures of psychology and human development, Erik H. Erikson is perhaps the most influential psychoanalytic theorist living today. Erikson's contributions include the extension of psychoanalytic theory to include psychosocial stages of ego development that parallel the stages of psychosexual development outlined by Freud. Erikson has also written extensively on the way in which cultural and historical forces and the personality development of the individual mutually interact and influence one another. Erikson's own life provides a fascinating illustration of this theme.

It is interesting, for example, that Erikson, who was later to write with such great sensitivity about the problems and importance of establishing a sense of "identity", himself had such a complex multi-national identity. Erikson was born of Danish parents, grew up in Germany, found his professional identity in Austria, and eventually spent most of his adult life in America. Moreover, Erikson, who was later to make the concept of the "identity crisis" of youth almost a household word, himself went through a long period of physical and intellectual wandering before he was to find himself. After graduating from a German high school, or *Gymnasium*, at 18, Erikson spent several years traveling through Europe, studying sketching and preparing to teach art.

When he was 25, Erikson was asked to become a teacher at a progressive school in Vienna. It was there that he met and married his wife, Joan Serson. In Vienna, Erikson also became acquainted with the Freud circle, including Freud's daughter, Anna, who was at the time pioneering the application of psychoanalytic concepts to the treatment and understanding of children and their development. Eventually Erikson himself underwent a training psychoanalysis and in the process became impressed with how much of the material studied in psychoanalysis – dreams, images in "free associations", and children's play, for example – involved visual configurations; he began to feel that an artist's training and vision had something to offer to psychoanalysis. In the next few years, Erikson undertook his formal coursework and clinical training in psychoanalysis with some of the most distinguished figures of the time. Erikson's interest in children continued, however, as he became certified as a Montessori teacher. Indeed, his first articles dealt with the relation between psychoanalysis and education.

1933 was a pivotal year for Erikson. By then he had completed his training as an analyst, and had two young children. By then too, Hitler was taking power, and Freud's books were being put to the bonfire in Berlin. The Eriksons came to Boston where Erikson became the first child-analyst in the area.

Although Erikson did not have the M.D. held by most analysts today – indeed Erikson had no formal degree at all – his brilliance as a psychoanalytic thinker was already being recognized, and he was offered a research appointment at Harvard Medical School. In the decades that followed, Erikson held both academic and clinical appointments at several of the leading American universities, including Yale and Berkeley, as well as Harvard, where since 1961 he had been Professor of Human Development and Lecturer on Psychiatry, now emeritus.

Erikson's work has ranged from treatment of children to field research on the Sioux and Yurok Indians. For many years he taught a course at Harvard on the Human Life Cycle; the ideas he developed there on personality development over the life cycle were brilliantly applied in biographic studies of Martin Luther and Mahatma Gandhi. His work has won many awards (including the Pulitzer Prize and the National Book Award for his book, *Gandi's Truth*), but perhaps his greatest achievement has been his theory of the eight stages of the life cycle.

ERIKSON'S STAGES OF THE LIFE CYCLE

Erikson's theory of psychological development, like those of Freud and Piaget, posits a hierarchy of stages through which the individual passes, with later stages growing out of and building upon earlier ones. But whereas Freud and Piaget's theories were focused respectively upon psychosexual and cognitive development, Erikson's theory is primarily concerned with stages of psychosocial development which, he believes, complements the others.

Erikson proposes that there are eight basic stages, and that each stage represents a critical period for the development of a basic ego quality that allows the individual to integrate his biological timetable of development with the demands and opportunities of the social institutions in his culture. Each stage is critical for the development of a dialectic pair of basic social attitudes – for example, the senses of basic "trust" and "mistrust" during infancy. The formation of a proper balance between these senses provides the basis for fundamental character strengths or "virtues".

Stage I: Trust vs. Mistrust: Hope
Erikson's first stage corresponds roughly to the oral-sensory stage of Freudian theory. The critical set of social attitudes or senses that Erikson sees as developing at this time are a capacity to trust – or mistrust – inner and outer experiences. The quality of maternal care is thought to be particularly important for the development of a favorable balance of these senses. Parents who provide consistent care for the infant, including affection and emotional security as well as meeting basic physical needs, help the infant to develop a basic sense of trust in himself and an ability to trust other people, as well as to discriminate when such trust is appropriate. On the other hand, inconsistent, inadequate, or rejecting care may prevent the infant from developing the capacity for hope. As Spitz's classic studies showed, extreme deprivation of loving care may actually lead to infant death. Less extreme deprivation, Erikson suggests, may form the basis for the extreme isolation and distrust of others that one sees in infantile and adult schizophrenia. The "virtue" or strength arising from the first stage is hope.

Stage II: Autonomy vs. Doubt: Will
This second stage, covering roughly the second and third years of life, corresponds to the muscular-anal period of Freudian theory. The child entering this stage is faced with the task of learning to manage his impulses and his new motor and mental capacities. How parents handle such matters as toilet-training and the toddler's capacity for exploring the environment, will strongly influence whether the individual is likely to develop a favorable balance between senses of autonomy and shame. A harshly restrictive or compulsive parent, for example, may engender a child who is overburdened with shame and doubt, which may develop into a life-long sense of basic insecurity. A proper ratio of autonomy and doubt, on the other hand, will serve as the basis for the development in the adult of a mature sense of will-power.

Stage III: Initiative vs. Guilt
The third stage in Erikson's scheme corresponds to Freud's genital stage, which covers the period of approximately 3-5 years of age. This stage is critical for the development of a sense of initiative, which adds to autonomy an element of undertaking, planning, even "attacking" a new task for the sake of being active. The danger of this stage, Erikson believes, is that the child will develop an excessive sense of guilt over actions initiated (or contemplated) in enjoyment of his new locomotor and mental capacities.

Erikson believes that if the child's potentials for vigorous physical and intellectual activity are allowed to develop fully, the child is in much less danger of developing a severe guilt complex. The danger of this stage is that the child will develop an overly severe and constricting superego, inhibited and guilt-ridden.

The parent who encourages the child's natural eagerness at this time to engage in constructing and planning activities in cooperation with adults and other children, will help the child to develop a mature sense of purpose – which is the key character strength that Erikson sees as growing out of this stage.

Stage IV: Industry vs Inferiority: Competence
The fourth stage covers roughly the years from 6-11, and corresponds to the "latency period" of Freudian theory. This is the stage of schooling – though in less technologically advanced societies the subject matter may involve say, hunting skills rather than the three R's. In this stage, evolution is thought to have primed the child to learn the pleasure of productive work, of completing a project through sustained effort and attention.

The danger of this stage is that the child will develop a sense of inadequacy and inferiority, if his attempts at mastery of new skills have failed. The character virtue Erikson sees emerging out of favorable circumstances in this period is a basic feeling of competence.

Stage V: Identity vs. Role Diffusion: Fidelity
Puberty emerges in the fifth stage, which covers roughly the ages from 12 to 18. The crucial task of this stage is for the young person to integrate his earlier childhood identifications, and experiences in a way that makes sense and provides a certain continuity with the past. In addition, however, the adolescent is faced with forming an adult value system and finding a meaningful and personally satisfying career – an "occupational identity".

The danger of this stage is what Erikson terms "identity confusion". Erikson suggests that the extreme, sometimes even cruel, clannishness of adolescents may be in part a defense against this sense of identity confusion. So too, Erikson believes that adolescent love is often largely an attempt to define one's own identity by projecting one's own hazy self-image onto another person, then seeing it reflected back and gradually clarified. Crises over identity — be they sexual, occupational, or ethnic — tend to be particularly acute in America. Erikson suggests this is because American society is characterized by change and by the variety of choices it offers young people.

The basic virtue or character potential forged in this stage is the capacity for *fidelity* to a value system or ideological framework.

Stage VI: Intimacy vs. Isolation: Love
This is the stage of young adulthood, a stage which is thought to be critical for the development of a sense of "intimacy", by which Erikson means not only sexual intimacy, but also friendship, love, and even intimacy with oneself. Intimacy is the capacity for one to fuse his identity with that of another person, without fearing that one is going to lose something in the process. The development of this capacity for intimacy is, for example, crucial for a meaningful marriage. Avoidance of such intimacy, caused by a fear of ego loss, can result in a sense of isolation and self-absorption. The virtue that emerges here is a capacity for mutual love.

Stage VII: Generativity vs. Stagnation
This is the period of adulthood and middle age. By "generativity" Erikson means a concern for producing and guiding the development of the next generation. This of course includes parenting, but can also include other forms of creativity — the production not only of children, but also products of work, ideas, and works of art. When an adult fails to achieve a sense of generativity, there is likely to be a sense of stagnation, or "personal impoverishment", often including childish and extreme forms of self-indulgence. The virtue forged in this stage is the sense of caring about and for others.

Stage VIII: Ego Integrity vs. Despair: Wisdom
In old age, the person who has cared for others, and who has taken care of his work, will have the potential to develop a sense of ego integrity. This integrity involves an acceptance of one's one and only life cycle, and a sense of dignity and fulfillment in spite of a measure of despair. This sense of integrity allows one to come to terms with death. Without this sense of ego integrity, there is danger of overweaning despair in the face of death, with the realization that time is running out, that it is too late to begin another life. The character virtue of this final stage of the life cycle is *wisdom*, in the sense of an increased appreciation for the "wisdom of the ages".

SOME SUGGESTIONS FOR CLASS DISCUSSION

The film provides the basis for many interesting lines of discussion; here are some possibilities:

1. How well does Erikson's theory apply to people close to you? Think about people of different ages (younger brothers and sisters, older cousins, grandparents) and see how the theory helps you understand the way they act. Does the theory help you to understand yourself better?
2. The class can divide into small groups, each representing one of the stages of Erikson's theory. The discussion leader can describe a life-crisis — an earthquake, the death of a loved one, the growing up of children, for example. Each group can report on how the resolution of conflict in its assigned stage influences the handling of the life-crises.
3. Suppose you are asked to give an analysis of television characters. What would Erikson's theory tell you about Archie Bunker or Mary Tyler Moore or Cannon for example? You can also try the exercise on characters in books the class is studying.
4. Erikson's theory is not only the story of healthy development; it tells us something about how things go wrong. What are the consequences of a poor resolution of conflict at each stage? Is failure at early stages more damaging than failure at later stages?
5. Much of Erikson's theory is about *social* interaction, about communication among people. How does the action of other people influence a person's development? For example, does the behavior of parents change at different stages of the child's development? How?

REFERENCES AND SUGGESTED READINGS

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Erikson, Erik H. *Childhood and Society.* W. W. Norton, 1963, 2nd Ed. See especially Chap. 7 for an overview of Eight Stages.

Erikson, Erik H. *Gandhi's Truth; The Origins of Militant Nonviolence.* W. W. Norton, 1969. A psychoanalytic perspective on Mahatma Gandhi's life; a Pulitzer-Prize winner.

Erikson, Erik H. *Life History and the Historical Moment.* W. W. Norton, 1975. A series of essays Erikson has written over the years on the life histories of great leaders and their influence on historical events.

Erikson, Erik H. *Young Man Luther.* W. W. Norton, 1958. A psycho-historical biography of Martin Luther that applies Erikson's ideas concerning the "identity crisis."

Evans, Richard I. *Dialogue with Erik Erikson.* Harper & Row, 1967. Evans intelligently interviews Erikson about his eight stages, his cross-cultural and historical studies, and his views on psychoanalysis.

Hubley, John. "Beyond Pigs and Bunnies: The New Animator's Art." *The American Scholar,* Spring, 1975. Eloquently argues that animated film is a serious art form — with great potential for social criticism and study of the human character.

PYRAMID FILMS
Box 1048 Santa Monica, Ca 90406

APPENDIX D

*PIAGET CONTINUED

OPTIONAL MATERIAL: *If Erikson film is unavailable prepare for the following.*

Materials needed:

1 large container (2-quart)

2 small containers (1-quart)

Water to fill large container

5 1" blocks or cubes

Clay or playdough, enough for 2 balls of equal amounts

A container of water and objects for the sink and float experiment

OPTIONAL MATERIAL: *to demonstrate Piaget's stages of intellectual growth, to be used if Erikson film is unavailable.*

Here are some examples which you can try with your child to discover his/her perceptions of the world. *Demonstrate the following:*

1. Using one large container (2-quart) and two smaller containers (1 quart each), in view of the child, pour water into the large container - and then from the large container into the two smaller ones. Ask "Which is more?". "This?" (Point to large container.) Or "This?" (Point to two smaller ones.) Then ask, "Why?". Most 4 and 5-year-olds will insist that there is more water in the two small containers than there was a few moments earlier in the large container.

2. Using two sets of five 1-inch blocks or cubes, show the child a row with the blocks arranged closely together and a row with the blocks 2 inches apart. Ask "Which is more?". Most will think the row with blocks spread apart is more because it looks like more.

3. Using two balls of clay or playdough with equal amounts, form a long piece with one ball and compare it with the other ball-shaped piece of clay and ask "Which is more?". Most of the children will think the long piece is more than the ball-shaped piece.

4. Using a container of water, and a variety of objects, have the child predict which objects will sink and which will float. Have the child predict, try it and then ask why the object sinks or floats. Some objects to use can include:

    small red ball
    a penny
    wooden button
    a plastic box
    a stone
    a pencil
    a plastic cup
    wooden ruler
    ring of Scotch tape

    Objects that have some of the same properties can be used in sequence, e.g., the penny and the button.

Discuss in your own words

Children can be expected to predict wildly and explain illogically. Before 4 years old, few children can predict why objects will sink or float. Generally speaking, they are able to think of only one factor at a time. They have not yet learned that properties remain the same over time. Children tend to consider only one property at a time and respond whimsically. When they are encouraged to explain their answers, these can be totally contradictory. Later children think in terms of heavy things sinking, but they confuse "big" with heavy. Gradually, as they move on to the next stage, children begin to understand relationships and that sinking or floating depends on the interrelationships, e.g., density, volume, weight. Still, their predictions are not always logical.

*ERIKSON CONTINUED

Use the following as a reference and plan to use your own words and examples.

Erik Erikson considers development to be a process. He has divided this process into eight basic stages. At each stage, the child learns more about who he is in relation to others and the world around him. Each stage grows out of and builds upon the earlier ones.

Each stage represents a critical period for the development of a specific attitude or component. For example:

I. During infancy, a child may or may not develop a sense of basic trust. Infancy is a time of helplessness, or reliance on others. A sense of trust comes from the knowledge that there is a person who can satisfy all needs. Providing consistent care, emotional security and affection, as well as meeting physical needs is important in developing a sense of trust within the child. On the other hand, inconsistent, inadequate or rejecting care may prevent the child from developing a sense of trust.

II. The next stage occurs during Early Childhood (18 months - 3 years) - Autonomy vs. Shame and Doubt. Early Childhood is a time when the child's energy centers on learning to control his or her own body, to "do things for himself" and to explore the environment. How parents handle such matters as the toddler's exploration of the environment and toilet training, which are the major tasks of this period will partly determine how the child deals with all other issues of control. A child who is encouraged to learn bodily control through his or her own ability and desire to do things in a more "grown-up" way will feel a sense of pride or mastery. On the other hand, a child who cannot meet a parent's unreasonable expectations may be burdened by shame and self-doubt.

III. Preschool Years (3-6 years) - Initiative vs. Guilt. During the preschool years children develop a desire to learn new things. It is a time to branch out, explore, perhaps to set out on their own for the first time. The child is curious and initiates activities. Being busy characterizes their play at this age. The child undertakes new tasks just for the sake of doing them. The parent who encourages the child's natural eagerness at this time will help the child develop initiative which adds to autonomy or being able to do things for oneself, an element of planning. If, however, the child's activities are squelched or judged too harshly by adults, the child may learn to feel guilty about frequent "errors" and may develop a low self-esteem. The more parents encourage their preschool child's efforts to learn skills and become independent, the more likely he or she is to become self-confident and ready for new experiences.

GOALS OF IMPACT

1. To realize your potential as a parent-teacher.
2. To increase your understanding of your child's growth and development.
3. To provide you with methods and materials to foster this development in your home.
4. To increase your child's growth in the intellectual, social, emotional and physical areas.
5. To create and develop more effective communication between you and the school.

BUILDING AN EFFECTIVE HOME - SCHOOL RELATIONSHIP

I. Communication

- A. keep in touch
- B. parent conferences
- C. avoid common obstacles
- D. give feedback

II. Get involved

- A. PTA or PAC - join or start one
- B. volunteer your services
- C. visit the classroom
- D. follow-up activities at home

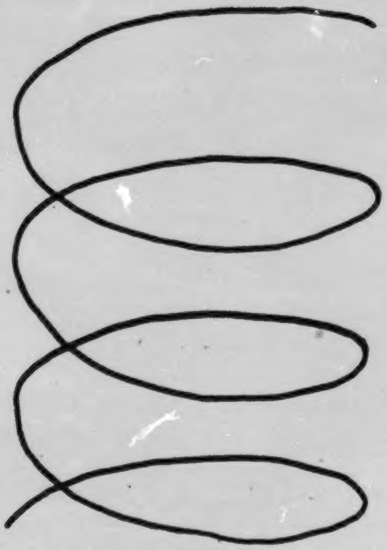
HELPFUL HINTS
for
PARENT-TEACHER CONFERENCES

1. Be prepared
2. Share special family situations
3. Discuss child's skills, hobbies
4. Ask for specific ways to help
5. Ask questions
6. Follow up

COPYING A CIRCLE
RESEARCH by DR. ARNOLD GESELL

	3 yrs.		4 yrs.		5½ yrs.		6 yrs.		7 yrs.	
	G	B	G	B	G	B	G	B	G	B
starting point										
bottom	40	72	18	48	14	26	4	20	0	4
top	40	18	66	28	82	56	90	66	100	94

DISEQUILIBRIUM EQUILIBRIUM



BRAINSTORMING

1st No criticism allowed.

2nd Freewheeling is welcome.

3rd The more ideas, the better.

4th Modify, or combine, ideas of others.

Remember: It is essential that all negative comments be withheld.

HOMEWORK

Bring to the next workshop two common objects from your home: one outdoor and one indoor object OR two objects from different rooms in your house.

THE LEARNING PROCESS

How do you prefer to RECEIVE information?

☐ visually
☐ auditorily
☐ tactually

How do you PROCESS information?

☐ understand immediately
☐ need time to reflect before understanding

How do you RETAIN information?

☐ need memory clues
☐ do not need memory clues

How do you EXPRESS information?

☐ verbally
☐ manually (hand movements, constructing a model etc.)
☐ in writing
☐ artistically

How do you MANAGE a task?

☐ systematically
☐ impulsively - without planning

ROADBLOCKS to LEARNING

1. unrealistic expectations – child not ready for task to be learned
2. visual or hearing or perceptual problems
3. child not being given the opportunity to learn according to his/her unique way (style) of learning
4. previous learning as with "star"
5. sense of not being capable of learning

BRAINSTORMING

1st No criticism allowed.

2nd Freewheeling is welcome.

3rd The more ideas, the better.

4th Modify, or combine, ideas of others.

Remember: It is essential that all negative comments be withheld.

TEACHING TECHNIQUES

Show - Demonstrate
Tell - Explain activity
Praise - Be encouraging
Watch - Observe

LOOK AND LISTEN

Effective communication is based on:

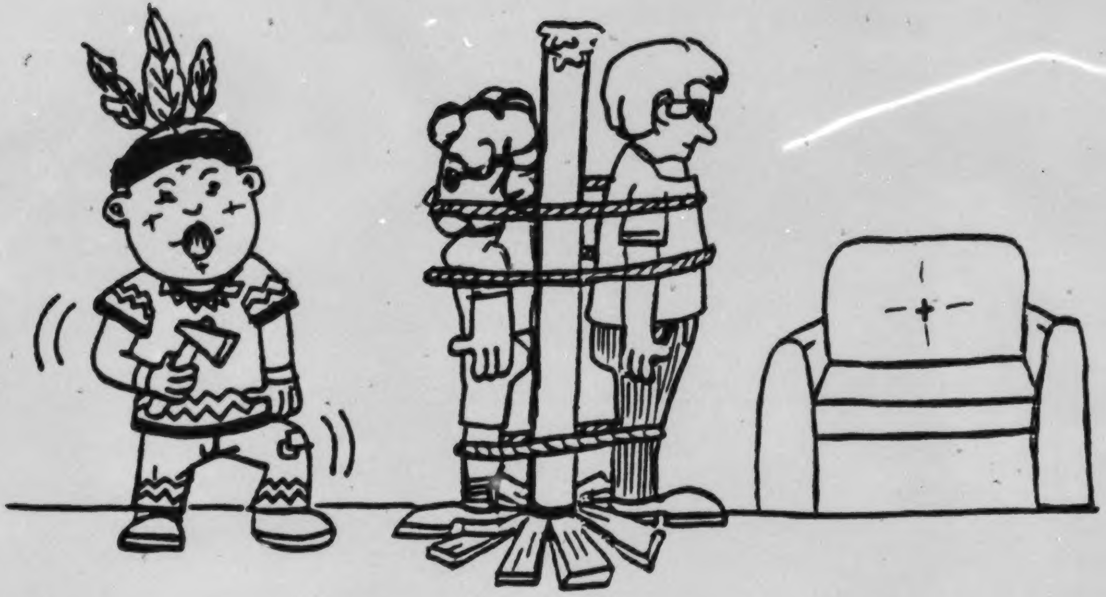
mutual respect
listening
feedback

TO RAISE A CHILD'S SELF-CONCEPT

- create a positive atmosphere
- be a model for good behavior
- encourage and praise good behavior
- have realistic expectations
- respect and trust your child
- assist in changing inappropriate behavior

ACCEPTABLE BEHAVIOR

UNACCEPTABLE BEHAVIOR



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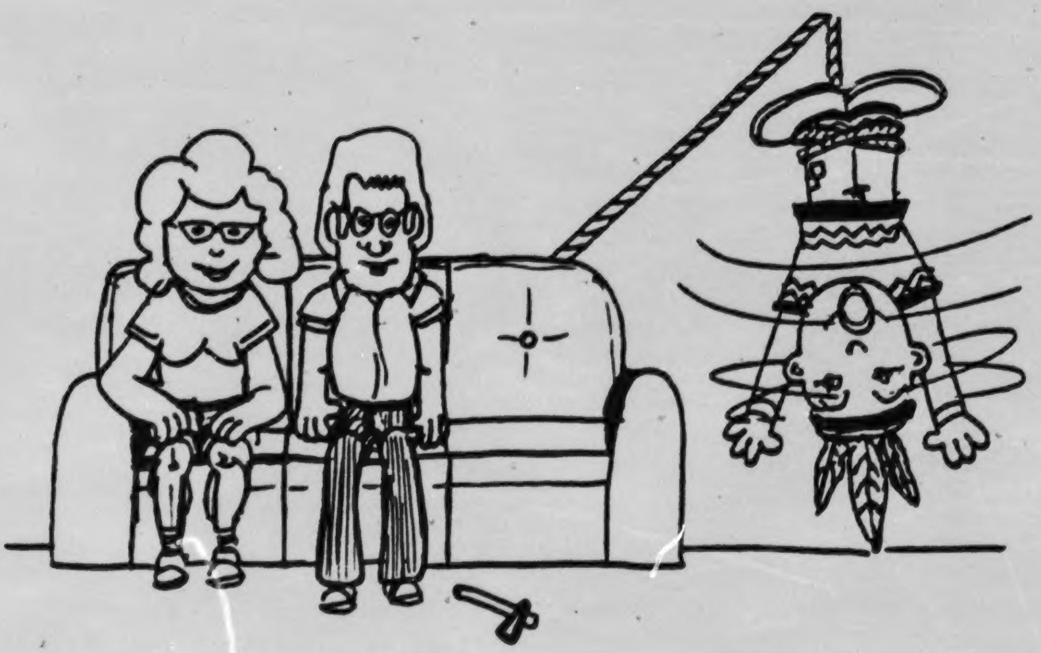
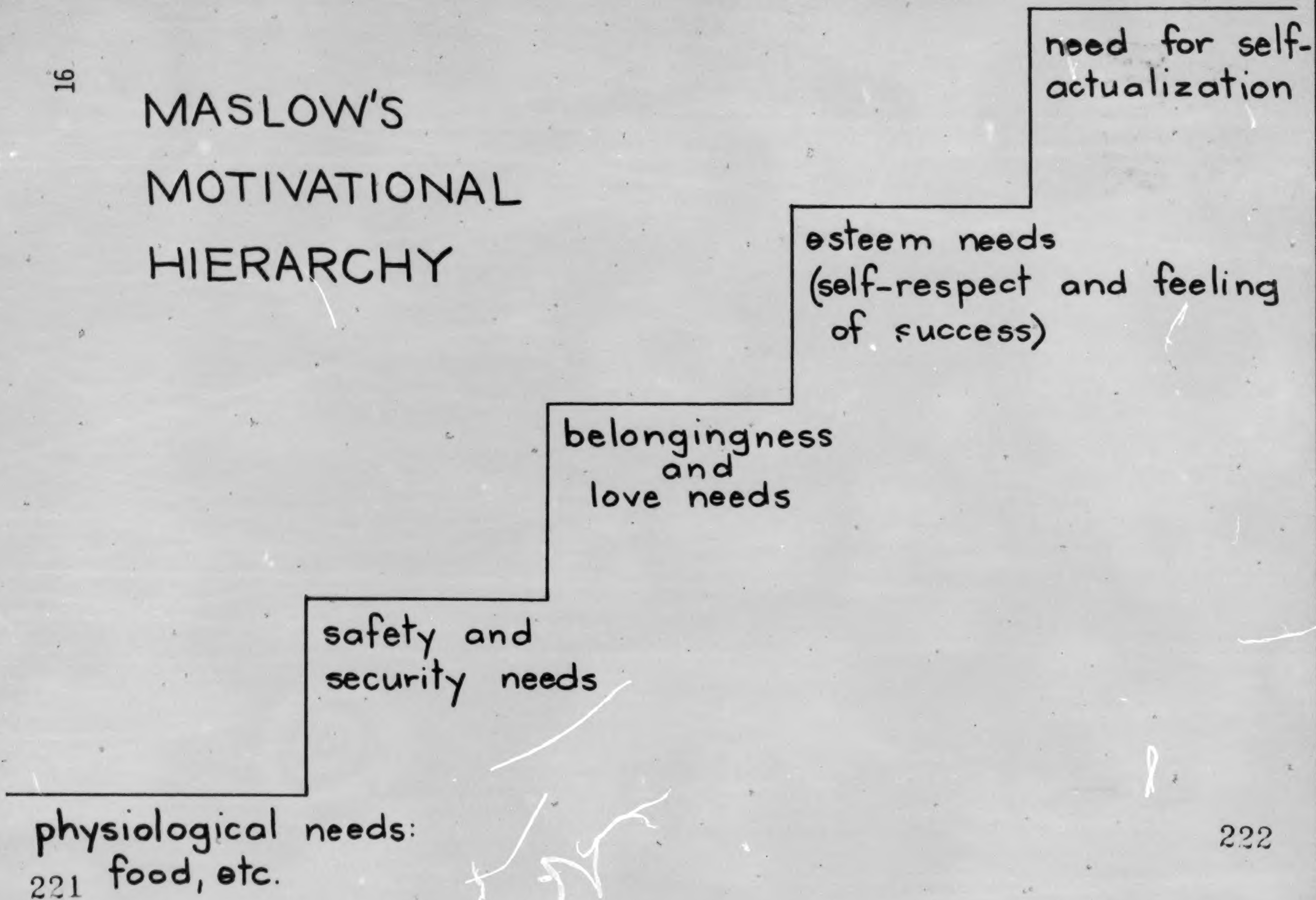


MASLOW'S MOTIVATIONAL HIERARCHY



need for self-actualization

esteem needs (self-respect and feeling of success)

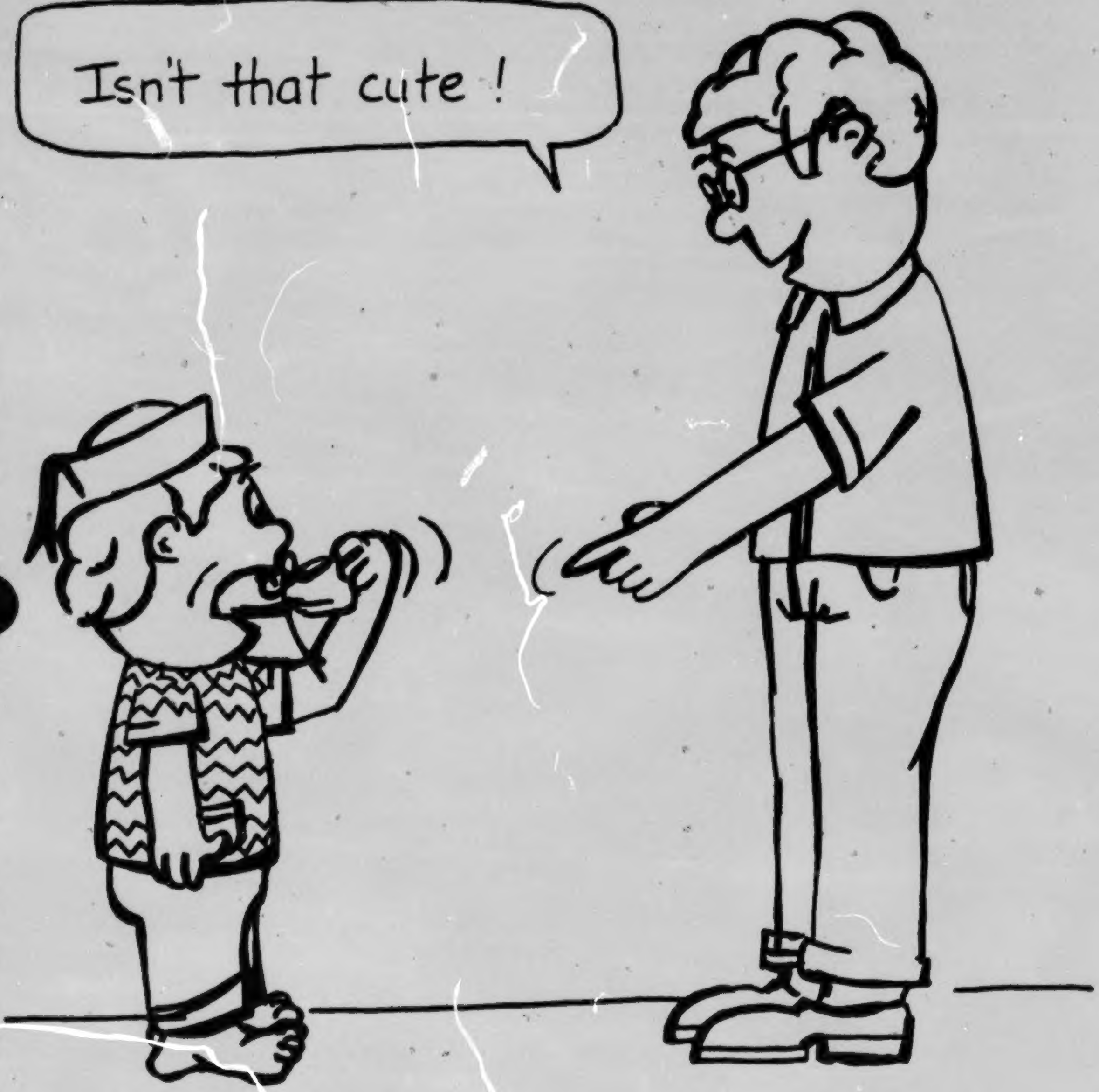
belongingness and love needs

safety and security needs

physiological needs: food, etc.

CHILDREN'S GOALS OF MISBEHAVIOR

1. attention
2. power
3. revenge
4. display of inadequacy


Isn't that cute !

REINFORCERS FOR ADULTS

1. love
2. praise
3. money
4. food (out to dinner)
5. presents
6. requests for advice
7. harmony
8. self-satisfaction

WHEN YOUR CHILD MISBEHAVES
WHAT DO YOU DO?

☐ yell
☐ threaten
☐ a dirty look
☐ slap/punch
☐ spank
☐ lecture
☐ discuss problem
☐ send child to his room/corner (TIME OUT)
☐ take away T.V. (DEPRIVATION)
☐ express anger & give a cold shoulder
☐ humiliate child in sarcasm
☐ physically shake or hold
☐ ignore behavior
☐ other:

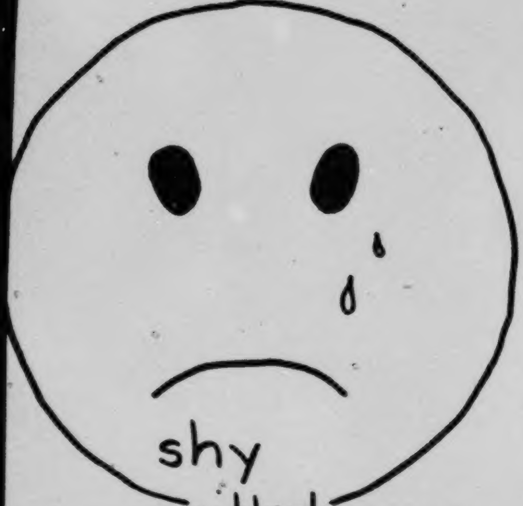
DOES YOUR METHOD WORK ?

(Is the behavior temporarily or permanently eliminated?)

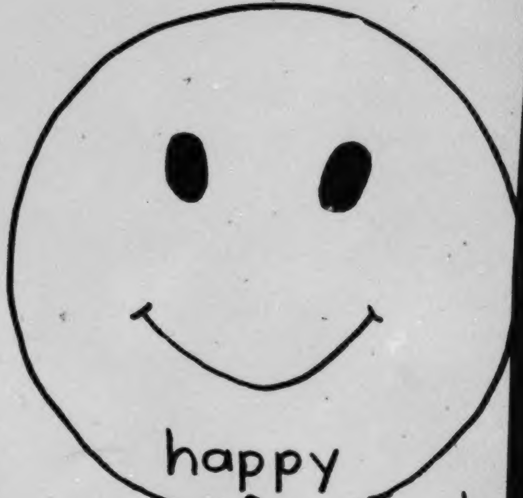
☐ YES -- the behavior is permanently eliminated

☐ NO -- the behavior is only temporarily eliminated

WHAT IS THE RESULT OF YOUR DISCIPLINE?



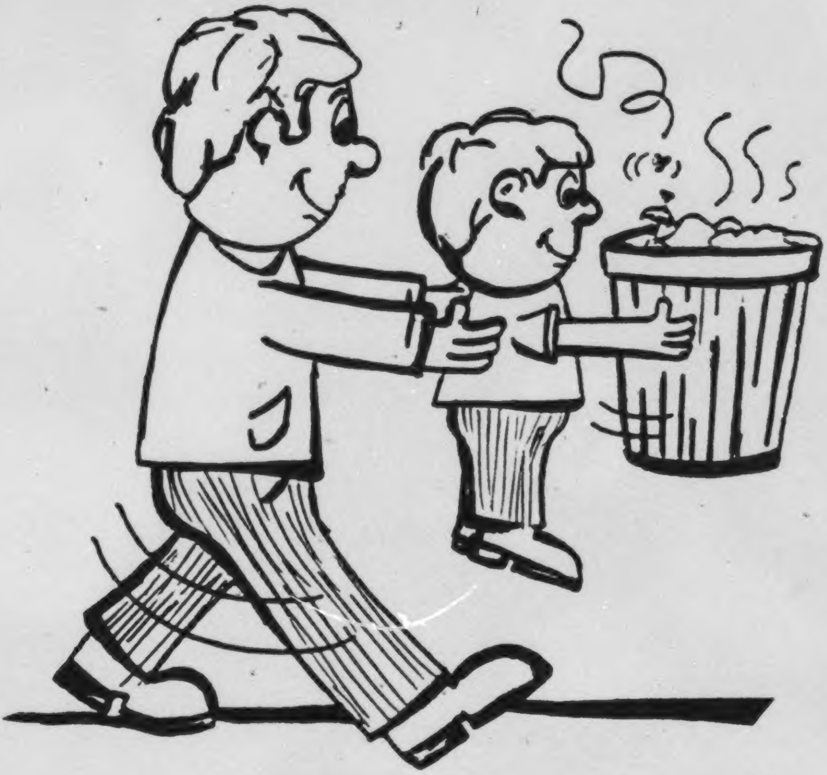
shy
withdrawn
angry
acting out
violent
insecure

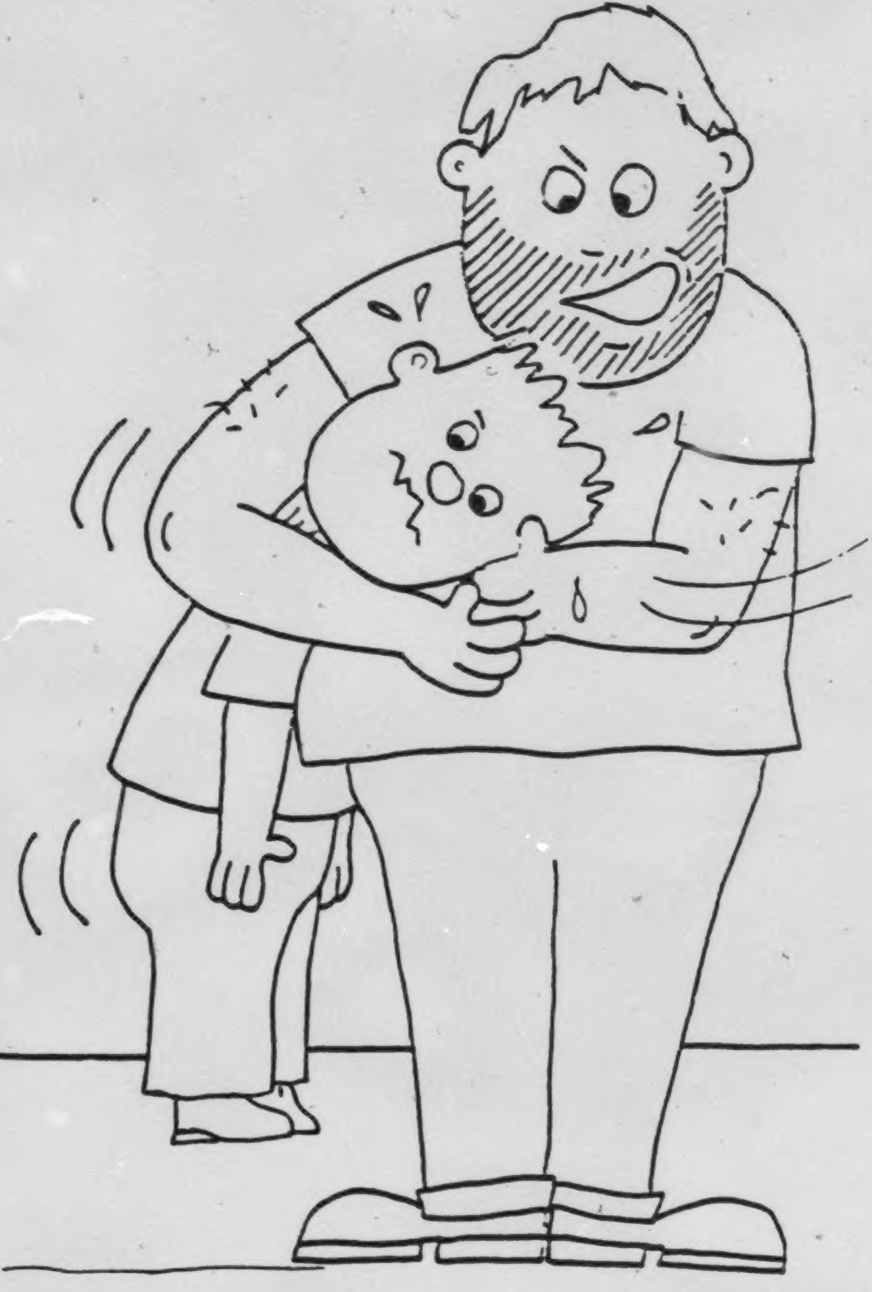


happy
self-reliant
secure
loving
patient

SITUATIONS THAT STRAIN CHILDREN'S BEHAVIOR AND YOUR EFFECTIVENESS AS A DISCIPLINARIAN

1. Strained family relationships or lack of the ability to communicate
2. Parental work schedule
3. Illness (physical and/or emotional)
4. Financial problems
5. Birth of a child
6. In-law interference
7. Alcohol and/or drug abuse





GUIDELINES for DISCIPLINE

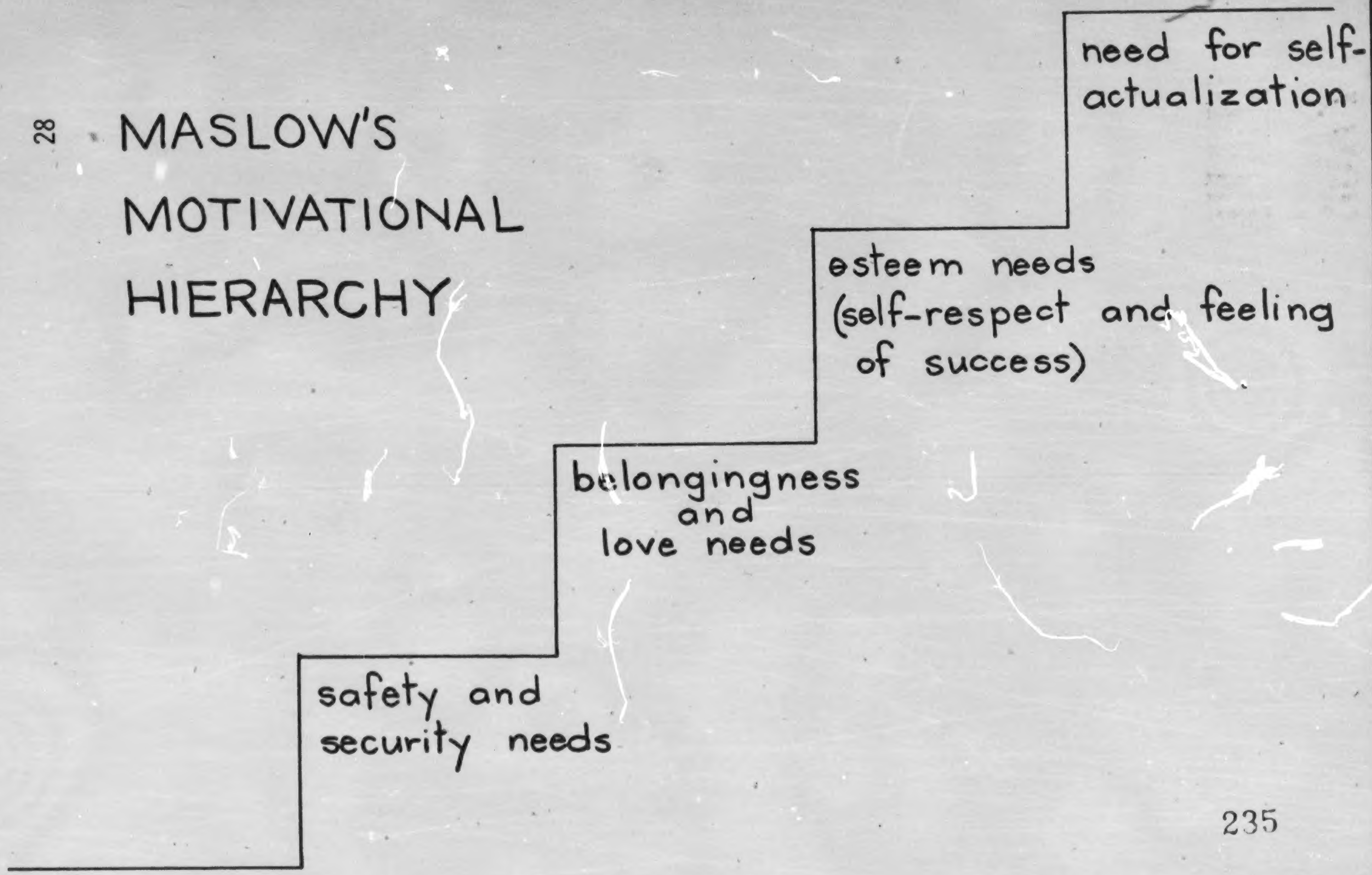
Make sure you have all the FACTS before you decide to discipline.

THEN:

- be patient
- be realistic
- be positive
- be firm

GENERAL BEHAVIORS	SPECIFIC BEHAVIORS
Aggressive	-Hits brother
Lazy	-Will not get up until called at least 6 times
Hyperactive	-Jumps on furniture
Spoiled	- Expects to get something when at the supermarket
Sassy	- Yells at mother when told to go to bed

MASLOW'S MOTIVATIONAL HIERARCHY



need for self-actualization

esteem needs (self-respect and feeling of success)

belongingness and love needs

safety and security needs

physiological needs: food, etc.

STEPS FOR PROBLEM SOLVING

1. Define the problem.
2. Identify needs of both parent & child.
3. List all solutions.
4. Evaluate the list.
5. Choose a solution.
6. Determine HOW to use the solution to solve the problem.
7. Evaluate the solution.

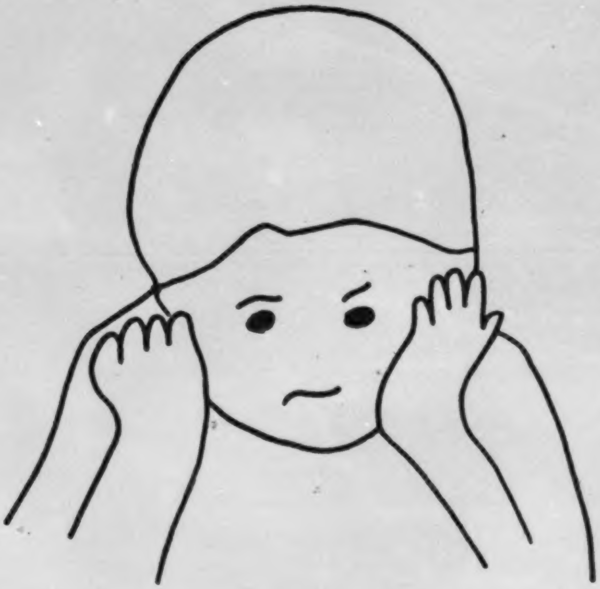
STEPS for using NATURAL and LOGICAL consequences

1. Build a relationship through respect and encouragement.
2. Define the problem.
3. Provide a choice that has a natural or logical consequence.
4. Allow the consequence to occur.
5. Be both kind in your tone of voice and firm in the follow through.
6. Later, give the child another opportunity to choose.

STEPS for MAKING A CONTRACT

1. Define the specific behavior you wish to change.
2. Consider how often the behavior occurs.
3. Get together with your child to discuss what the agreement will be.
4. Decide on the terms of the agreement.
5. Write and sign the agreement.
6. Post the contract where it can be seen.
7. Modify the contract. END the contract.

When your child misbehaves . . .



What technique will you use ? ______________

What will your child learn ? ______________

CRITERIA FOR SELECTING A DISCIPLINE TECHNIQUE

1. Is the child's health and safety in question?

2. Will the behavior be eliminated ?

3. What will the child learn as a result of this technique?

GUIDELINES for DISCIPLINE

Make sure you have all the FACTS before you decide to discipline.

THEN:

- -be patient
- -be realistic
- -be positive
- -be firm

WHEN YOUR CHILD MISBEHAVES WHAT DO YOU DO?

- ☐ yell
- ☐ threaten
- ☐ a dirty look
- ☐ slap/punch
- ☐ spank
- ☐ lecture
- ☐ discuss problem
- ☐ send child to his room/corner (TIME OUT)
- ☐ take away T.V. (DEPRIVATION)
- ☐ express anger & give a cold shoulder
- ☐ humiliate child in sarcasm
- ☐ physically shake or hold
- ☐ ignore behavior
- ☐ other:

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PARENTS:

YOU ARE

TEACHERS

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PARENTS:

YOU ARE TEACHERS

A book of multi-skill
activities for young children

John D. Marvelle
Patricia Caffery
Carol J. Rovner

Introduction by
Dr. Louise Bates Ames

Rea-Craft Press, Foxborough, Massachusetts

CONTENTS

Introduction. 1

Teaching Your Child 2

Teaching Checklist 4

Home Supplies 5

Read 6

Making Books 7

Lunch Bag Puppets 8

Gameboard Fun 9

Bean Bag Fun 12

Homemade Play Dough 13

Flannel Board Fun 14

"With Crops and Children...
You Can't Rush the Seasons" 15

Books for You 18

Afterword 19

INTRODUCTION

You parents are unquestionably your children's best and most important teachers, but you don't need to be self-conscious about it. You don't have to worry that you might be doing things "wrong". You don't have to be concerned about increasing intelligence or teaching facts and functions at the earliest possible age.

Your best teaching and that which will help your children most will come quite naturally to you, and will come through play.

Play is not necessarily frivolous or for entertainment only. It has been truly said that play is the young child's work. It is through play that he does his very best learning. The present booklet offers excellent and practical suggestions about ways in which you can enjoy playing with your own boy or girl.

Its very best advice is that you read to your child and then read some more. This will not only be fun for you both, but it is a most enjoyable way of teaching what the world is all about.

Also, as this booklet suggests, encourage your child to draw pictures and to tell you about his drawings. Tell him stories and get him to tell you stories. Save his drawings. Write down and save his stories. Nor do you need to teach him to count. He will learn, when ready, from simple and easy board games such as the one described here.

The clear and easy-to-follow instructions in this helpful book set the tone for what Project IMPACT wishes to tell you -- that teaching your child can be relaxing, can be fun, and can be accomplished through play activities which both you and your child can enjoy.

So, play with him and teach him as you do so, but do not push. Let each child's own ability level be your guide and clue as to what kinds of shared playtime will benefit him the most.

Louise Bates Ames, Ph.[illegible].
Associate Director
Gesell Institute

TEACHING YOUR CHILD

Everyday living offers a wealth of spontaneous opportunities for teaching and learning. We call these times "teachable moments." By demonstrating, explaining, and encouraging your child to help you with your daily routines, he/she will be learning many things and developing new skills.

The following situations can be opportunities for teaching. Let's consider how you can use these situations to promote learning.

Cooking	Each day involves preparing several meals for your family. Your child can help you measure, pour, cut and mix ingredients for breakfast, lunch or dinner. Special treats like cookies and cakes provide a switch from daily routines and are great fun to make. And, it's always terrific to eat what you have helped prepare!
Food Shopping	Food shopping offers a wealth of teaching and learning opportunities. Matching colors and labels of cans and boxes, looking for favorite foods, talking about nutrition (what's good for you to eat), counting money and planning meals are all learning experiences for your young child.
Planting a Garden	Planting a garden, whether a large vegetable plot or a small flower bed is great fun and very exciting. Planning and organizing the parts of the garden, digging up the earth, planting seeds or bulbs and then watering and watching for signs of growth are learning experiences for you and your child. Watching the growth of the plants and then seeing an actual product (flowers or vegetables) offers a real feeling of success and accomplishment. P. S. It looks pretty, too!

And here are some other "teachable moments" for you to enjoy with your child:

*Bedtime Routines
*Bath Time
*Housecleaning
*Setting the table
*Repairing furniture or simple appliances
*Painting the house
*Shopping for clothes
*Watching T.V.
*Vacation Trips
*Walks

As a parent-teacher, there may be times when you would like to teach your child something specific such as colors, numbers, shapes or letters. These times differ from "teachable moments" because they are planned activities. The following are some techniques we recommend to help insure your success at these times.

... Choose a time and a place that is free from distractions.

... Make the most of your child's attention span by having all the necessary materials ready ahead of time.

SHOW	Show your child what you are going to do: "Today we are going to play a game with colors." Allow your child time to look and to touch the materials to be used.
TELL	Give directions clearly and one at a time by talking and demonstrating: "First I will point to the color and name it. Then, you can point and name it."
PRAISE	Be encouraging: "You're really working hard" or "You're really trying very hard".
WATCH	By watching your child, you can learn a great deal about the way your child learns. Some activities may be easy, others harder. If your child doesn't seem to understand an activity, repeat the directions slowly and clearly. If he/she still doesn't understand, then the activity may be too difficult, and perhaps should be put away for a later date.

TEACHING CHECKLIST

After each day's activity read the following checklist to see how your teaching skills are improving. As you find yourself using these teaching skills naturally, you are on your way to fulfilling your potential as a parent-teacher.

☐ Before you started the activity, did you explain what was going to happen and did you allow time for your child to familiarize herself/himself with the materials?

☐ Did you ask questions that had more than one correct answer?

☐ Did you encourage your child to ask questions?

☐ Did you encourage your child to talk in complete sentences when appropriate?

☐ Did you tell your child when he was doing well or taking small steps in the right direction?

☐ Did you let your child know (in a positive or neutral way) when his answer or work was wrong?

☐ Did you discourage guessing by trying to get your child to make judgements on the basis of evidence?

☐ Did you give your child time to think about a problem before offering help?

HOME SUPPLIES

To help keep yourself and your child organized and always prepared, design two boxes to hold necessary supplies and tools.

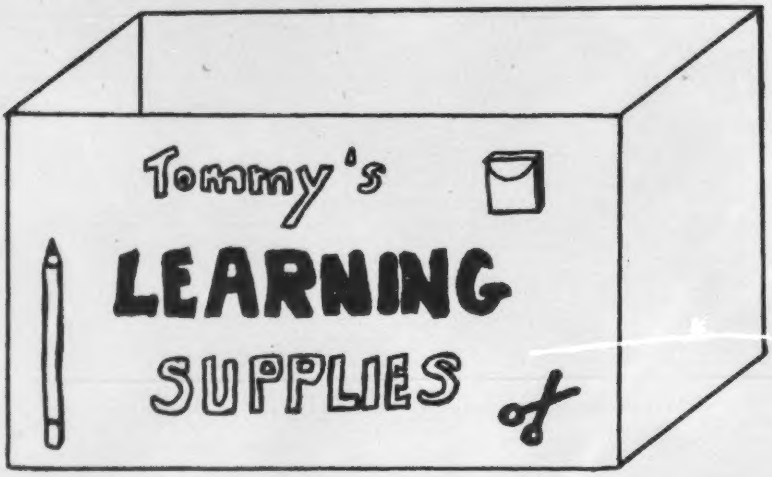
CHILD'S LEARNING TOOL BOX (shoe or cigar box)

suggested tools:

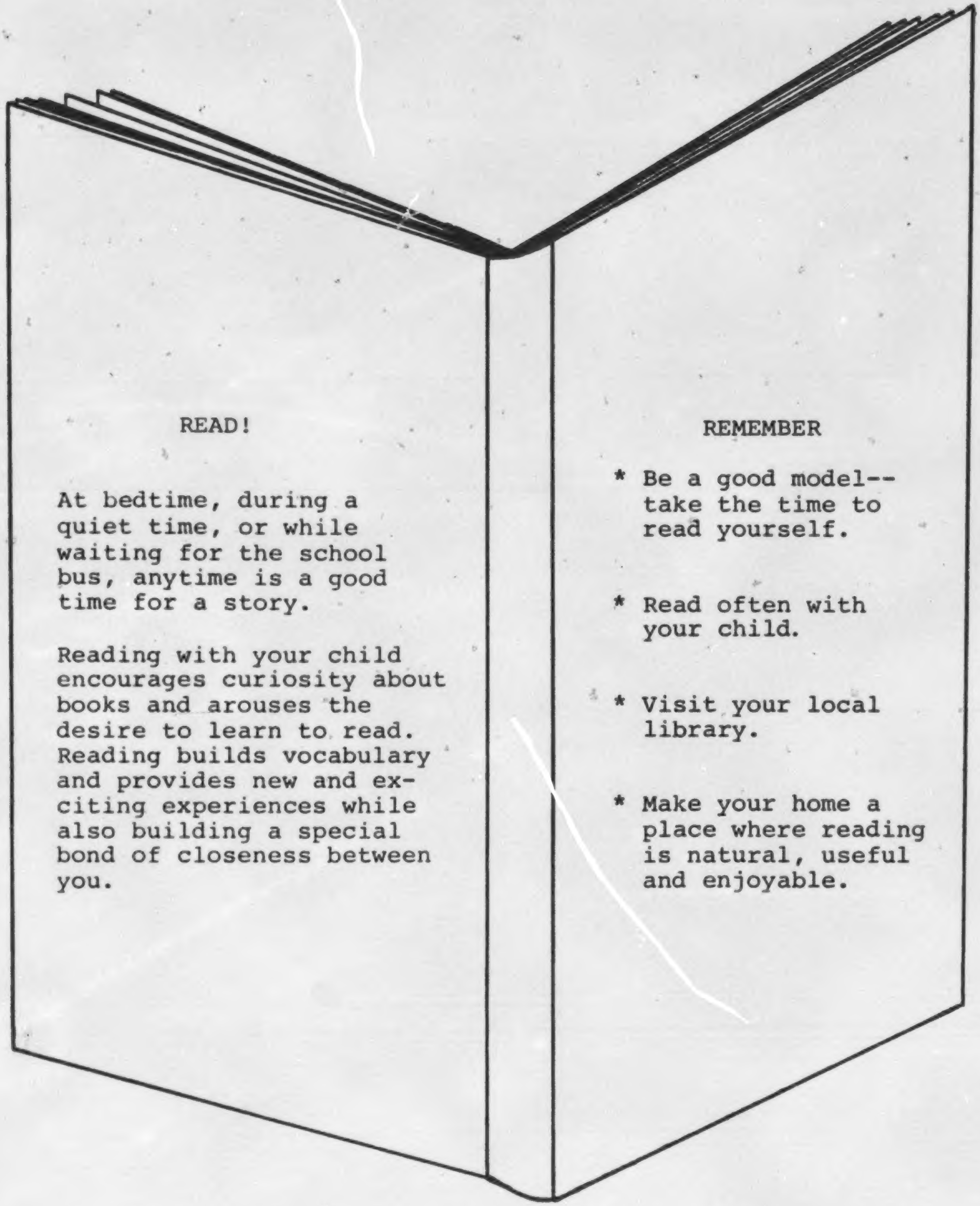
- crayons
- pencils
- paste
- scissors

CREATIVE LEARNING SUPPLIES (supermarket box)

- magic markers
- glue, tape
- construction paper (colored paper)
- drawing paper (manila or white)
- newspaper
- tissue paper
- magazines
- fabric scraps
- string
- thread
- yarn
- large needles
- buttons



READ



READ!

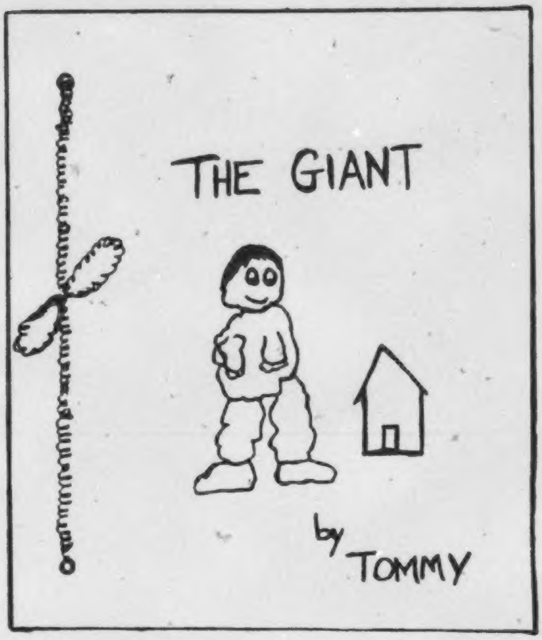
At bedtime, during a quiet time, or while waiting for the school bus, anytime is a good time for a story.

Reading with your child encourages curiosity about books and arouses the desire to learn to read. Reading builds vocabulary and provides new and exciting experiences while also building a special bond of closeness between you.

REMEMBER

- * Be a good model--take the time to read yourself.
- * Read often with your child.
- * Visit your local library.
- * Make your home a place where reading is natural, useful and enjoyable.

MAKING BOOKS



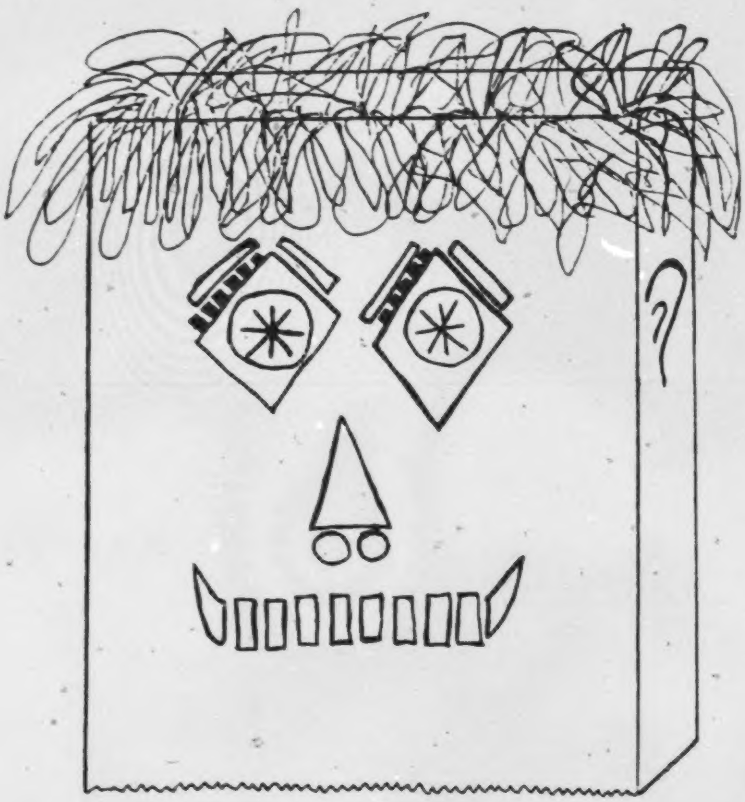
MATERIALS NEEDED:
- paper (drawing or construction)
- crayons
- yarn or string
- paper punch

PROCEDURE:

1. After a trip, a TV show or a good book, have your child retell the story or experience.
2. Suggest he/she draw a picture about the experience.
3. Say to your child, "Tell me about your drawing."
4. Print your child's words under or beside the picture.
5. Young children often use one or two words to describe their pictures or they may say more than you can write!
6. This can be made into a book by making a cover, punching two holes and tying the pages together with yarn.
7. As your child gets better at telling stories, add more pages and write down more and more of what he/she says, even encouraging him/her to help you with the writing.

HOW TO USE: Read and reread--this is a great way to teach your child to read.

LUNCH BAG PUPPETS



MATERIALS NEEDED:

- Lunch bags
- Crayons
- Yarn
- Construction paper
- Scissors
- Glue

PROCEDURE:

Creatively design!

HOW TO USE:

Act out stories (your own or others), pretend situations, or use the puppet to talk about feelings. A bag puppet can be a great way to encounter situations in pretend long before they happen in real life.

259

GAMEBOARD FUN

A gameboard is perhaps the most versatile of all teaching games. Using the cutouts below and the GOLD MINE GAMEBOARD on the following page, help your child learn more about numbers.

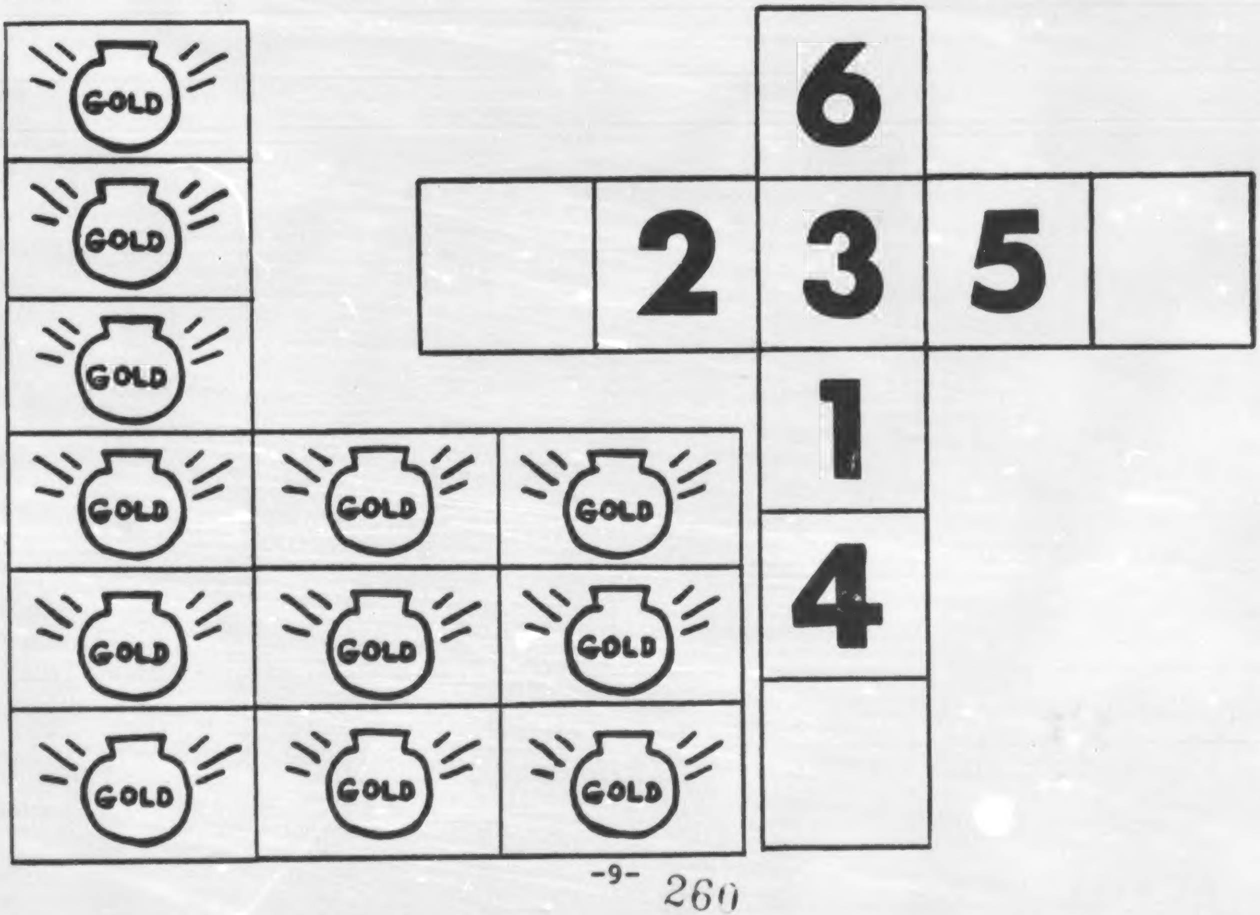
Three different ways to play this game:

SKILLS

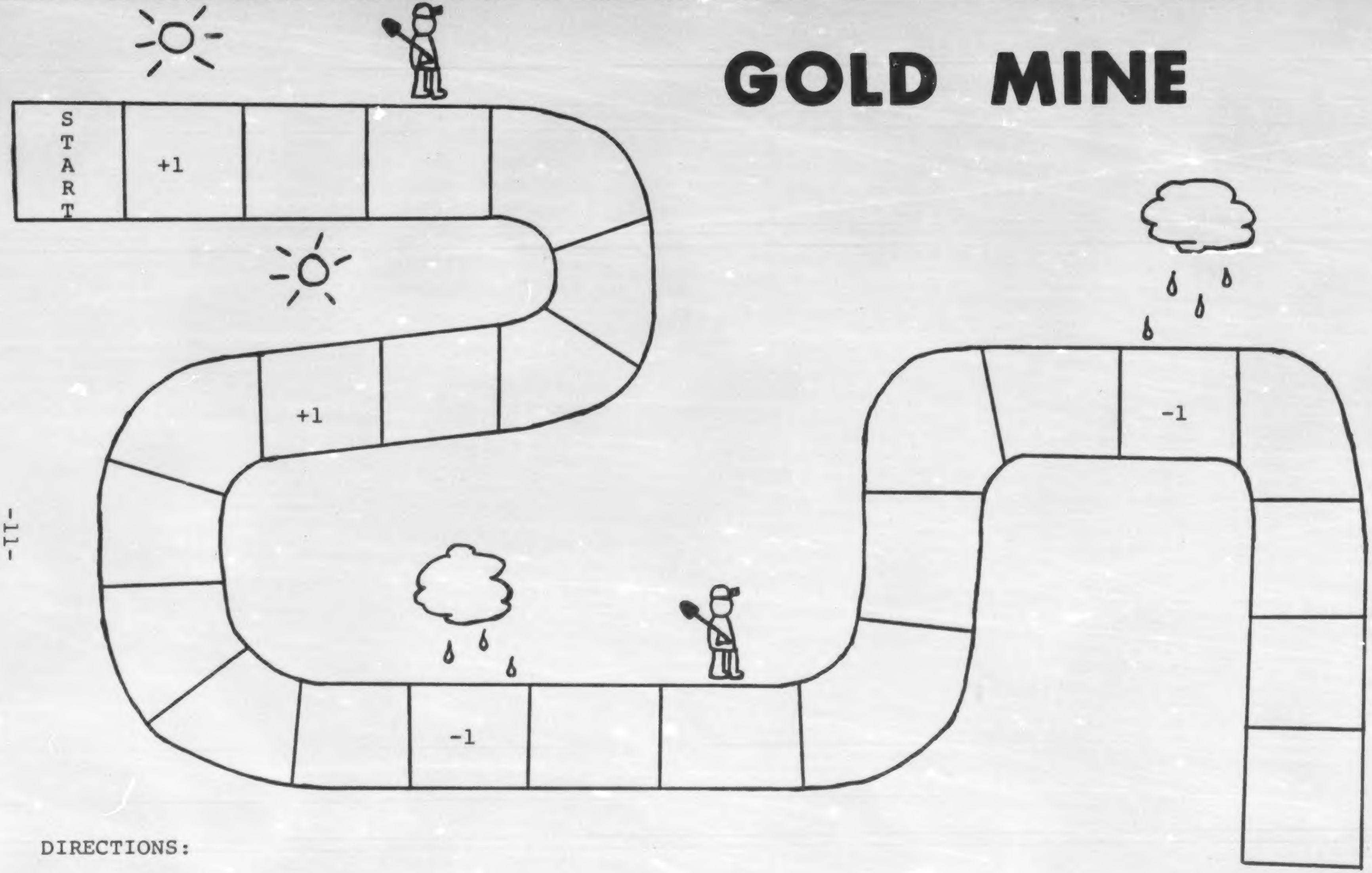
**Counting	- Child rolls one die or two dice (store-bought or make your own) and counts the dots to determine the number of spaces he/she will move.
**Number Recognition	- Child rolls the die (cutout below) and says the name for the number and then moves the appropriate number of spaces.
**Addition	- Child rolls two dice, adds the numbers together and then moves the appropriate number of spaces.

Pots of Gold (cut out)

Die (cut out, fold and paste together)



GOLD MINE

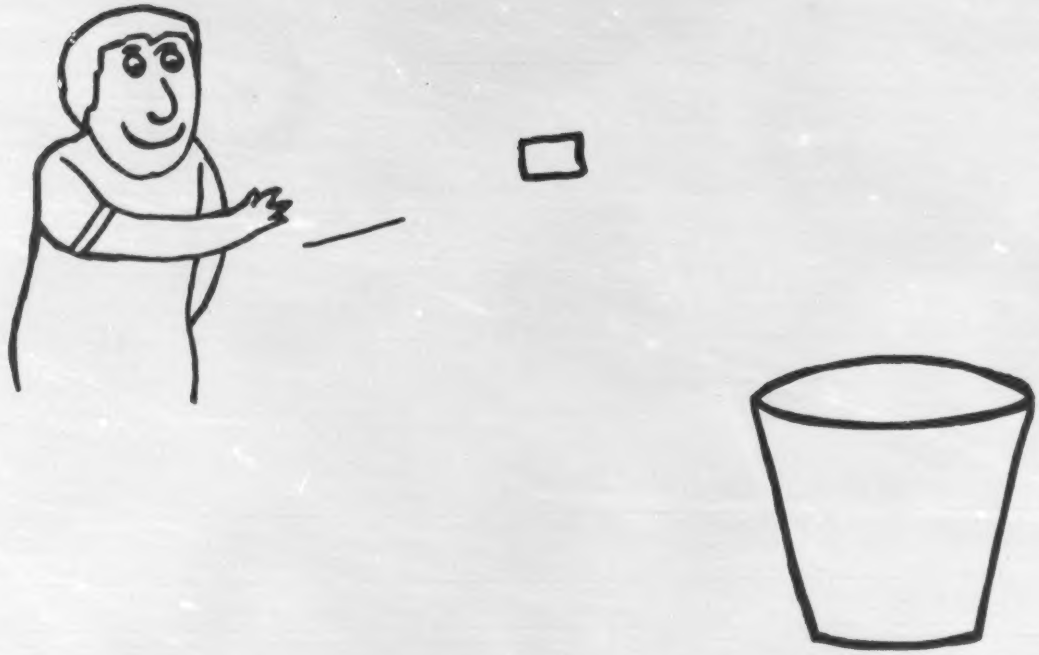


DIRECTIONS:

Collect as many "pots of gold" as you can--by being the first to reach the end of the board. The first person to get 3 "pots of gold" is the winner.

+1 means move ahead one space
-1 means move back one space

BEAN BAG FUN



MATERIALS NEEDED:

- Dry beans or peas
- 2 pieces of cloth (approximately 5" x 5")
- needle and thread

PROCEDURE:

1. Put the right sides of the material together and stitch on 3 and 1/2 sides. Then stitch around again to reinforce the seams.
2. Turn the pouch inside-out.
3. Pour the beans or peas inside.
4. Sew the remaining opening closed.

HOW TO USE:

Use for playing catch or tossing into a barrel--bean bag games can be fun ways to improve your child's eye-hand coordination.

HOME MADE

PLAY DOUGH

INGREDIENTS:

1 and 1/2 cups of flour
1/2 cup of water
1/2 cup of salt
2 tablespoons of salad oil
a few drops of food coloring

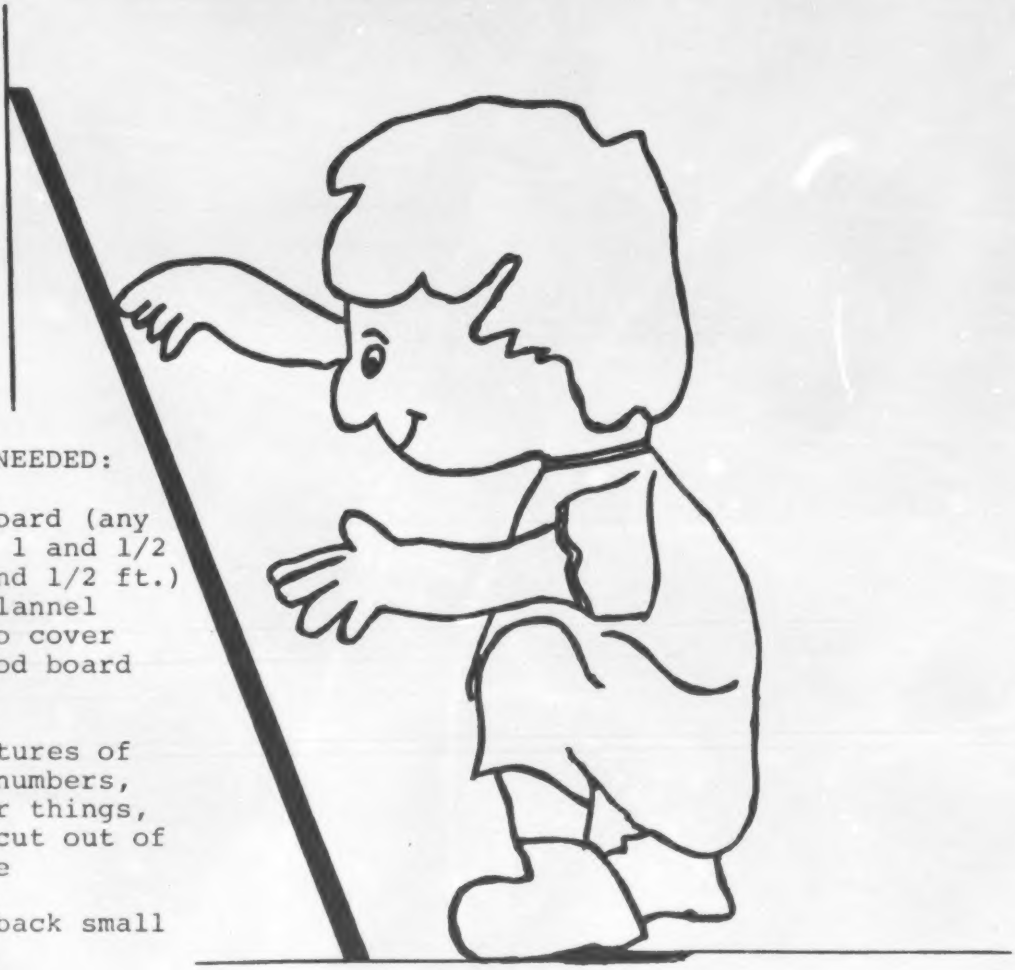
PROCEDURE:

1. mix the ingredients together
2. store in a covered container
3. label the container indicating the color of the play dough (red, green, etc.)
4. keep refrigerated

HOW TO USE:

Roll, pound and model. Talk about what you are doing. This is a great way to develop creativity, language, and the small muscles in your child's hands.

FLANNEL BOARD FUN



MATERIALS NEEDED:

- *Plywood board (any size--try 1 and 1/2 ft. x 2 and 1/2 ft.)
- *Felt or flannel (enough to cover the plywood board and more)
- *Tacks
- *Small pictures of animals, numbers, letters or things, drawn or cut out of a magazine
- *Cardboard
- *Felt (to back small pictures)
- *Glue

PROCEDURE:

1. Tack felt or flannel onto the plywood board.
2. Back each picture with cardboard and then felt or with just a small piece of felt. Letters, animals or shapes can also be cut directly out of the felt or flannel.

HOW TO USE:

Use the felt-backed pictures on the flannel board, tell stories, spell words and count objects. The pictures will magically adhere to the flannel! A flannel board can be a versatile tool in developing your child's language skills.

WITH CROPS AND CHILDREN ... YOU CAN'T RUSH THE SEASONS

We have chosen to include this article by Dr. James Hymes because it so poetically expresses how we feel about your role as a parent.

I have a hunch that there are real similarities between growing a child and growing a crop of corn or wheat or tomatoes. People who raise living things on the farm seem naturally to rely on the same kind of wisdom it takes to be a successful parent.

Successful child-rearing does not depend so much on book knowledge, or on specific techniques, as on your whole point of view -- how you feel inside. I believe that farm parents have a very special chance to acquire the right kind of viewpoint. You aren't so likely to go against nature with children, any more than you would with crops.

You aren't so likely to make the serious mistake many mothers and fathers make with their youngsters: They are constantly rushing the seasons! They are not content with the natural order of development. They yearn for the blossom when only the bud is ready.

Farmers live by the natural order. I've heard them say: "It's too cold to plant." Or "It's still too wet to plow." Or "It's too early to harvest." A farmer has to have patience. He can neither plant nor harvest any old day he feels like it. The time must be right.

TIMING ALSO IS THE HEART OF BRINGING UP CHILDREN. Whatever you wish to teach them, the time must be right. The child has to grow; he must develop body power. His organs must grow. His muscles must grow. His whole nervous system has to mature. Psychologists have a word for the state when a child has finally grown enough to be able to learn. They call it readiness. Readiness means that the time has come - now the child has grown enough for the teaching to take hold.

If you try to teach your child any lesson at all before he is ready, you have no end of trouble - just as you have headaches if you try to plant a crop before the ground is ready. But so many parents can't wait. Their impatience is one of the big reasons for the battles they have with their children over toilet training, table manners, keeping clean, caring for possessions, sitting still, sharing, not interrupting . . . .

These accomplishments usually present no trouble if the child is ready. Trouble comes when you can't wait.

ONE WAY TO BUILD CALMNESS and the good, easy-going patience you need with children is to realize: *There never is any waste season when nothing can be done*. Children are always ready for something, just as there is always important and worthwhile work to do, year-round on the farm. There are fences to fix, machines to repair - and there's something you can be doing for your youngsters. Some parents seem able to think only of the eventual results they want. They want their child to get into college twelve far-off years from now. They want him to be attractive, well-groomed and well-spoken, eight years from now. They cannot be content with the youngster they have this very moment. They can't make the most of what this child can do *now*; they are too frantic worrying about his future.

Every season is important. If a child can't walk yet, maybe he can crawl; and the more he crawls, the better. This is what he is ready for now. Of, if he can't crawl yet, he can go out in his carriage. The more he goes out and sees people, and hears sounds, and is stimulated by smells and noises and sights, the better. The baby is ready for this kind of learning, just as the ground is ready at some time to be plowed, harrowed or fertilized. Planting time and harvest time will come later.

To be a good parent you need to concentrate gladly on the job at hand. And you need to feel confident that a tomorrow always comes, with new tasks and greater progress. The need for this acceptance of today and confidence in tomorrow is especially important if you are a parent of a 5- or 6-year-old. For example, so many parents worry about their small child's reading. They just can't wait. They must teach him to read; they push the school to teach him.

Most 5-year-olds and many 6-year-olds simply have not grown enough to be able to learn to read. But they love being read to! They love to go places and see things with their own two eyes. Take them to the airport, bus depot or railroad station; to the store or post office. They have grown up enough to look and ask and touch and smell. They come home full of new knowledge - more than most people could get from a book.

OR HELP THESE YOUNG CHILDREN to do what they like best of all - make believe! Play-pretend is right for them *now*. They play fireman, policeman, truck driver, pilot, doctor, father, mother, new baby... and all the while they play, they are practicing their language, stretching out their attention spans, stirring up their imaginations, learning.

Play brings wonderful growth to a young child. But so many parents can't enjoy the blossoming; they spend their time worrying over "how the corn crop will turn out." Confident farmers say "The crop is coming along fine." when at that moment the corn is only knee-high.

With children, as with crops, it doesn't pay to have eyes only for tomorrow. You feel disappointed and let down, even when you have every right to be content. It all goes back to being able to feel a bit humble and realize the nature of growth. You can't make things happen exactly when and how *you* want them to happen.

I see this with the plants and bushes around our home. If I dig up a bush and put it where I want it, and that is all I think about - where *I* want it - the bush may die. Perhaps my place has too much sunshine or not enough. The same is true of children. You have to work *with* them. You have to keep your eyes open for what makes *them* flourish and what withers them or dries them up.

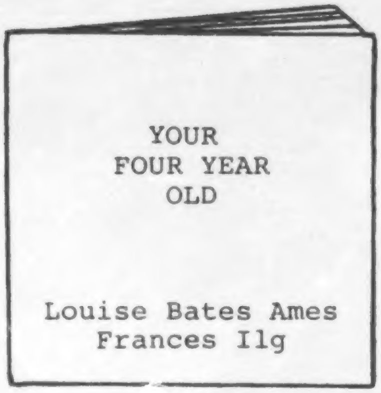
You have to respect children's interests. What a child does persistently, time and time again, has significance. The things he constantly turns to - or what he always rejects - are the important signals. You cannot see inside your child to know exactly how much his organs and muscles and nervous system have grown. The surest way of getting at his inside growth is to watch his behavior - what he thoroughly and fully gives himself to is what he is ready for.

A child's deep interest in something is the best signal you can get that he's ready to learn about it. You can help him, right now; but not by fixing your eyes on his far future, not be comparing him with the neighbor's precocious 5-year-old, and not by looking in the rule book for what to expect just when.

Watch your child, see what he seeks, respect what he reaches for - the way you respect all growth. If you help him this way, he'll grow well today - and he'll do well tomorrow.

Dr. James Hymes is the author of many books for parents and teachers, including Before the Child Reads, Behavior and Misbehavior, Effective Home-School Relations, A Child Development Point of View, The Child Under Six and Teaching the Child Under Six. We have reproduced this article from the Farm Journal, August, 1960, with the express permission of Dr. Hymes.

BOOKS FOR YOU

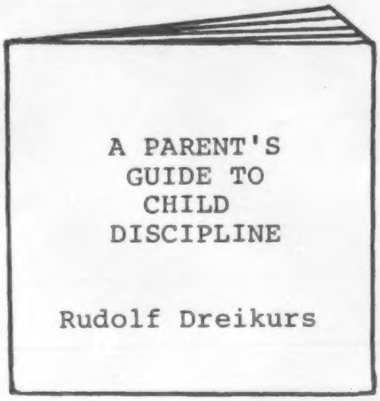

YOUR
FOUR YEAR
OLD
Louise Bates Ames
Frances Ilg

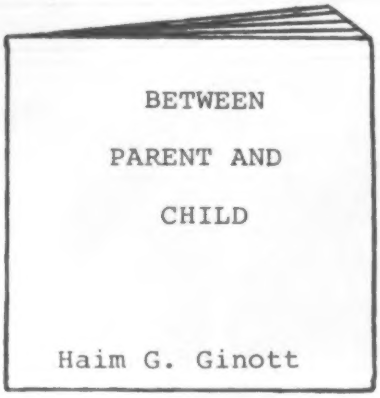
Describes the characteristics of the four year old and techniques for helping the child through various stages. Dr. Ames has also written Your Two Year Old, and Your Three Year Old.

(Delacorte Press, New York: $6.95)

Provides a comprehensive description of the discipline approach known as "logical consequences". This system is down-to-earth and easy to follow with amazing results.

(Hawthorn Books, New York, N. Y.: $2.95)


A PARENT'S
GUIDE TO
CHILD
DISCIPLINE
Rudolf Dreikurs

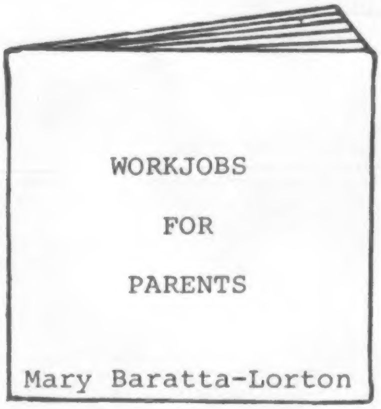

BETWEEN
PARENT AND
CHILD
Haim G. Ginott

Discusses how to understand and communicate with children with special advice on handling anger.

(Avon Books, New York: $1.50)

Through pictures and step-by-step instructions, parents are offered a variety of easy-to-make learning games for children.

(Addison Wesley Publishing Co., Reading, MA: $5.16)


WORKJOBS
FOR
PARENTS
Mary Baratta-Lorton

AFTERWORD

"Parents: You Are Teachers" is our way of saying that you as parents have been and will continue to be your child's most important teacher. One of the most rewarding aspects of being a parent-teacher is enjoying your child and watching him/her grow.

Through the activities in this booklet, your child will be learning and developing many new skills. As you are teaching your child, you will have many opportunities to help him/her develop a good self-concept. Remember to take advantage of these moments to encourage and praise your child's efforts and successes.

We hope that you will find this booklet useful and enjoyable in spending time with your child.

ABOUT PROJECT IMPACT

Project IMPACT is a Title IV-C, federally funded, early childhood/parent education program serving families of preschool and kindergarten age children in the communities of Easton, Foxborough, Mansfield and Norton, Massachusetts. In August, 1978, Project IMPACT received Validation by the Massachusetts State Department of Education as an exemplary model in early childhood/parent education.

Project IMPACT's programs are directed by John D. Marvelle, and coordinated by Early Childhood Specialists, Patricia Caffery and Carol J. Rovner.

For further information related to this booklet or project activities for parents and educators, please contact Project IMPACT, 37 West Main Street, Norton, Massachusetts 02766, Telephone 617/285-7766.

PROJECT
IMPACT
Easton
Foxborough
Mansfield
Norton

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Carol J. Rovner

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